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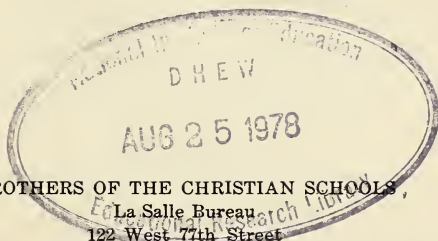
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**ELEMENTARY
ENGLISH**

BOOK THREE

Seventh and Eighth Years ↓

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FOREWORD TO TEACHERS



T*HIS Third Book of our three-book series on English is prepared for the use of pupils in the upper grades of the grammar school, or for even the first year of high school. A maximum of practice with a minimum of theory has been the guiding principle throughout the series.*

The tendency at present to give more time to technical grammar than was given for the past decade is very praiseworthy. This series will prove an excellent aid in accomplishing this much-needed reform.

High school research shows that the teaching of English grammar in the grades leaves much to be desired, particularly in reference to the essentials of sentences.

In each book of this series there are presented exercises of such varied and interesting character as to impress upon the mind of the pupil the importance of the knowledge and of the daily practice of the principles underlying the correct use of words and sentences.

Principles are established, the definition follows, and then a sufficient number of graded exercises are given to fix the definition and its principle firmly in the mind of the learner.

Pupils often fail in recitations simply because they do not possess a fairly well developed SENTENCE-SENSE. To aid them in every possible way to develop this important sense, numerous exercises in word-sense and sentence-analysis are presented.

Throughout the series inductive processes for acquiring and developing sentence-sense predominate, and the teacher who demands the work prescribed on this matter is certain to aid the pupil very materially.

Oral work must always precede the written work; it is essential, therefore, that explanations of the matter required be given by the teacher, either in question and answer form or by direct discourse, if the best results are to be obtained.

ACKNOWLEDGMENT

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SEVENTH YEAR, FIRST HALF



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DE LA SALLE ELEMENTARY ENGLISH
BOOK THREE
Seventh Year, First Half



SEVENTH YEAR, FIRST HALF



1 — SELECTING A TOPIC

If we review what children do, we find that their activities are confined to these:—1. In the home; 2. In the school; 3. In the church; 4. At play.

However, if a child were asked to talk or to write about any of the foregoing, he would find it very difficult, as the topics are too general. Therefore it is necessary to select more definite topics. For example, under the first, he might wish to talk or to write about:

At Home:

1. Washing the Dishes.
2. Making My First Pie.
3. Playing Forfeit at a Birthday Party.
4. Getting Called in the Morning.
5. Minding the Baby.

For the School:

1. Promotion Day.
2. Taking Home My Report Book.
3. Rival Camps.
4. Duties of a Class Monitor.
5. The Lesson I Like Best.

For the Church:

1. What the Sanctuary Lamp Tells Me.
2. Conduct in Church.
3. Use of a Prayer Book.
4. The Fourth Station of the Cross.
5. Why I Would Like to Be an Altar Boy.

At Play:

1. How We Won in the Ninth.
2. The Game I Like Best.
3. The Marble Tournament.
4. My First Dive.
5. A Close Decision.

Can you suggest other definite topics such as the foregoing?

2 — THE SENTENCE

The following are a few of the things which you should know about the sentence:

1. DEFINITION:

A group of words making complete sense.

2. ESSENTIALS *to make a sentence*:

(a) It *must* have a *subject* (expressed or understood).

(b) It *must* have a *predicate*.

Any group of words that lacks either of the above essentials is *not* a sentence. (Remember that statement.)

3. A sentence *may contain modifiers*:

(a) Adjectives may modify the subject or object.

(b) Adverbs may modify the predicate verb.

(c) Adverbs may modify adjectives, or adverbs.

4. A sentence *may have*:

(a) An object.

(b) An attribute.

Remarks:

Sentences may be very short or they may be long; as, Mary likes cake. This is a short sentence of only three words.

The long sentence may consist of any number of words; but the long sentence is not always the best.

That sentence is the best which most clearly and most forcefully expresses the thought to be given by the speaker or the writer.

3 — KINDS OF SENTENCES

(According to Meaning)

- (a) **DECLARATIVE** Sentence declares or asserts or tells us something; as, Burgoyne was defeated. We are blessed by God.
- (b) The **INTERROGATIVE SENTENCE** asks a question; as, Did you hear Mass to-day? Are you ready to die?
- (c) The **IMPERATIVE SENTENCE** expresses a *command* or a *request*; as, John, open that door. Please help me, Mother Mary.
- (d) The **EXCLAMATORY SENTENCE** expresses surprise, grief, or sudden emotion; as, How good God is to us! What a noise they make! Pardon me, oh my God!

Give five oral sentences of each kind above mentioned, and tell the kind in each instance.

Remark:

Always begin a sentence with a capital, and place a period (.), or a question mark (?), or an exclamation mark (!) at the end of each.

Exercise

Give the kind of each sentence that follows:

1. Shallow streams make most noise.
2. Every cloud has a silver lining.
3. The man in the moon came down too soon.

6 INTERROGATIVE-IMPERATIVE SENTENCES

4. John, please open the windows, and close the door.
5. Hush, little one, we will protect you!
6. And the sun shines bright in the old Kentucky home.
7. The worst wheel makes the most creaking.
8. A little neglect may breed great mischief.
9. How can I help you, Margaret, in your work?
10. "Where are you going, my pretty maid?" he said.

4 — SUBJECT OF THE INTERROGATIVE SENTENCE AND THE IMPERATIVE SENTENCE

It may prove a little more difficult for you to find the subject in an interrogative sentence than in a declarative.

Just try changing the interrogative form into the declarative and see if you do not find it easy to get the subject; as,

- (a) Do you know the name of that man? (Interrogative.)
You do know the name of that man. (Declarative.)

Subject	Predicate Verb	Object
<i>you</i>	<i>do know</i>	<i>name</i>

- (b) Can they accomplish that difficult task? (Interrogative.)

They can accomplish that difficult task. (Declarative.)

Subject	Predicate Verb	Object
<i>they</i>	<i>can accomplish</i>	<i>task</i>

Now name the principal parts of the following interrogative sentences:

1. Have you seen my pencil?
2. How many stars has our American Flag?
3. Can you name the colors of the rainbow?
4. Who won the World War?
5. On what day does Thanksgiving come?

Sentences With the Subject Not Written

The subject in the following sentences is understood, i. e., it is in the sense, but is not written nor spoken; as,

1. Be a hero in the strife. (You, *understood*, be a hero.)
2. John, close the door. (John, you close the door.)
3. Find a way or make it. (You, *understood*, find a way.)
4. Keep thy tongue from evil speech. (You keep, etc.)

5 — THE SENTENCE-SENSE

The expression "Sentence-Sense" is another way of saying "Recognizing in the sentence—where it begins, where it ends, and what is its meaning."

You might have a long string of words and still not have a sentence, because there might be no subject and no predicate.

Many pupils find difficulty in studying certain subjects in class chiefly because they fail to grasp the meaning of what they read. They pass lightly over words whose meaning is not sufficiently clear to them; they fail to recognize the subject and the predicate of the various sentences, and, as a result, they fail in "Sentence Recognition" or "Sentence-Sense."

You should be so familiar with sentences that you can tell at a glance where they begin and where they end, and readily get the meaning of each.

(a) READ the following carefully and decide where each sentence should begin and where it should end. Let it be read aloud, each pupil reading but one sentence:

Papa's name fills me with many happy memories
as soon as he came home I would run to meet him

he would carry me out into the garden I loved him very dearly mamma used to say he always did what I wanted he would say well why not she is my little queen he looked at me with great love and kindness my only thought was to please mamma and papa when I was naughty they took no notice of me I could not bear to think I had grieved my kind parents I was surely fortunate in having such good parents my sisters too were very kind to me Marie loaded me with little presents all in all I was a happy little child.

(Words of the Little Flower.)

(b) Write on a line the first word and the last word of each of the sentences in the above paragraph, making dots between the first and the last word to show that the other words are not written; as,

Papa's.....memories.

All.....child.

(c) In the following, some of the lines are sentences, and some are not sentences. Read those that are sentences, telling why they are, and why the others are not sentences:

1. The sky with all its numberless stars.
2. Napoleon Bonaparte was defeated at the battle of Waterloo.
3. Little drops of water, little grains of sand, little deeds of kindness, little thoughts of love.
4. With all my heart, with all my soul, with all my strength.
5. Come here, John. Keep quiet. Study the lesson.
6. And the gallant captain and all his heroic crew.

7. Let us then be up and doing with a good will.
8. The Federal Constitution and the State Constitution.
9. The little lad in his little crib in his little room.
10. A sentence contains a subject and a predicate.

Name the phrases in the lines that do not contain sentences.

What kind of sentences are in line 5?

6 — THE POSITION OF WORDS IN THE SENTENCE

The usual order is for the subject to come at the beginning, the predicate verb to follow the subject, and the object to come after the predicate verb. Modifiers are to be placed near the words which they modify.

Example:

Subject *predicate verb* *object*

A sensible child willingly obeys his parents.

But we may change the order of the position of the words, and in so doing we get sentences that give more pleasing sounds and prevent the dead monotony of always having the same order.

Example:

He was a gentle lad. (Usual order.)

A gentle lad was he. (Changed order.)

He would not escape. (Usual order.)

Escape he would not. (Changed order.)

The earth shall bring forth thorns and thistles. (Usual.)

Thorns and thistles shall the earth bring forth.
(Changed.)

Change the following sentences from the usual order

10 POSITION OF WORDS IN THE SENTENCE

to the inverted order, and notice the effect in reading the transposed sentence:

1. The moon is pale tonight.
2. He was a rare genius.
3. They hanged the robber.
4. I well remember the storm.
5. I must go now.
6. She said, "My child, my child."
7. We will rally "round the flag."
8. I am ready.

Tell whether the following sentences are in the natural order, or in the transposed order. Give your reasons in each case:

1. The disciples came at the same time.
2. By his side lay his trusty sword.
3. In these days came John the Baptist.
4. Our earth turns on its axis every twenty-four hours.
5. Crack went the ropes, and down came the lines.
6. Off went his cap, and out went his hand.
7. Between them and me lies a large mountain ridge.
8. Into the valley of death rode the six hundred.
9. The days waned, the evenings grew long, and I was sad and weary.
10. The dreamy murmur of insects was heard in the valley.

Notice:

- (a) Homeward the plowman plods his weary way.
- (b) The plowman plods his weary way homeward.
- (c) His weary way homeward plods the plowman.
- (d) The plowman homeward plods his weary way.

Variety and interest are gained by transposing the order of the words in a sentence. But you must first understand the full meaning of the sentence; you must have "Sentence-Sense."

7 — ORAL COMPOSITION

You will need *Oral Composition* much more frequently than written composition. You should take all possible care to become perfect in oral work. You must watch your language when you are not in class; when on the streets with companions, and when you are at home. Practise out of class what you learn in class.

1. The Nativity of our Blessed Mother; 2. The Immaculate Conception; 3. Palm Sunday; 4. Candlemas Day; 5. Feast of the Assumption; 6. Easter; 7. Christmas Day; 8. All Saints' Day; 9. All Souls' Day; 10. Pentecost, Fourth of July, Decoration Day, Arbor Day.

Use each of the above titles in a sentence, telling what each represents and on what day of the month it occurs; as,

(1) The Nativity of our Blessed Mother comes on the 8th of September. On that day we celebrate the birth of the Great Mother of God.

(6) It was on Easter Sunday that our Divine Lord arose gloriously from the tomb wherein He had been placed after His Death upon the Cross.

(4) Candlemas day comes on the 2nd of February. It is another name for a feast of our Blessed Mother. We have processions in some places, where Blessed Candles are carried, and that is the reason for calling it CANDLEMAS DAY. My mother always brings home a Blessed Candle from Church on this day. She keeps it ready in case of need when the Priest comes to give any of our family the Last Sacraments.

8 — RULES FOR CAPITALS

Use a capital to begin:

1. The first word of a sentence.
2. The first word of a line of poetry.

3. Proper nouns, and proper adjectives.
4. All names denoting the Divinity.
5. Official and complimentary titles; Your Honor,
His Excellency.
6. All the important words in the title of a book.
7. The words I and O.

Illustrate each of the above seven rules for capital letters.

9 — MEMORY WORK

Read carefully the following stanza. Pay attention to the capital letters and the punctuation. Memorize it and be able to recite it to the class:

To a Crucifix

Lord, to Thy tender hands stretched out in pain,
 I trust my way.
 With THEE for Guide, although the road be dark,
 I shall not stray;
 My kisses on Thy sacred feet I shower,
 Oh, let them win
 For me, as once for Magdalene, the grace
 Of pardoned sin.

10 — DOUBLING FINAL LETTERS

The last letter of many words is doubled when a syllable is added, as in the following:

run—running	begin—beginning	hum—humming
stir—stirring	spin—spinning	knit—knitting
quit—quitting	admit—admitting	slip—slipping

Give oral sentences in which you use each of the new words formed by the addition of the syllable ING.

11 — BEGINNING SENTENCES

A simple guide for writing good opening sentences is this: Don't write too much and don't write too little. In the former case you are likely to say it all in the first sentence. In the latter, your sentence may suggest nothing and bring you to a standstill. Practise writing such sentences as will give you a good start. The following beginning sentences refer to the topics in Lesson 1. Select what you consider the better in each case, and give reasons for your selection.

For the Home:

1. I envy boys and girls that don't have to wash dishes.
1. There's no fun in washing dishes.
2. There was dough everywhere when I finished making my first pie.
2. My first pie was a failure.
3. There's great fun in playing forfeits.
3. Forfeits is my favorite game.
4. I don't like to be called in the morning.
4. I find it hard to lift my weary head in the morning.
5. Minding a baby is no child's play.
5. When you mind a baby you have to tuck it in, lift it up, sing songs, keep it moving, etc., or keep moving.

For the School:

1. I was very anxious on promotion day.
1. Everything was new on promotion day.
2. Taking home a bad report card is when a boy needs a friend.
2. My reception at home depends on the marks on my report card.

3. Rival camps give my school work a thrill.
3. Rival camps keep me on the jump.
4. The class monitor is a busy man.
4. The duties of a class monitor are many.
5. Of all the lessons, give me spelling.
5. There are many reasons why I like spelling best.

For the Church:

1. The sanctuary lamp tells me that our Lord is there.
1. The sanctuary lamp tells me many things.
2. My conduct in church should be good.
2. The church is the house of God.
3. The prayer book helps me to follow the priest and learn more about the Mass.
3. The prayer book is a good help for me.
4. The Fourth Station of the Cross shows me what love Mary had for Jesus.
4. The Fourth Station of the Cross teaches me many things.
5. I should like to be an altar boy because I like to be near the altar, and to serve the priest.
5. There are many reasons why I should like to be an altar boy.

At Play:

1. We won in the ninth because we put life into the inning.
1. That ninth was a great one.
2. I like basket ball because I can throw the ball into the basket.
2. Basket ball is my game.

3. In the marble tournament we play one team after another.
3. A marble tournament is a very interesting event.
4. I felt very nervous in making my first dive.
4. I thought the day would never come when I would have courage enough to dive.
5. The umpire didn't know whether to say "safe" or "out."
5. This was the play that made the decision a close one.

12 — NOUNS

Read very carefully the following sentences, noting the words in italics:

John is in *town*.

The *boys* are in the *field*.

He has a *baseball*.

James went to *New York* to
see the *Statue of Liberty*.

Select the words that name persons; places; things. Such words are called nouns.

1. A **noun** is the name of any person, place, or thing; as, *John* went to *town*. The *boys* are in the *field*. He has a *baseball*. He dreamed that he saw a *mountain of gold*.
2. Nouns are divided into two general classes: **proper** and **common**.
3. A **proper** noun is the name of some particular person, place, or thing; as, Philip, James, Philadelphia, Albany, the Sphinx, the Goddess of Liberty.
4. A **common noun** is the name of a class of beings or things; as, bird, boy, men, insects.

5. Common nouns are subdivided into collective, abstract, and participial.
6. A **collective noun** is a name denoting a collection of individuals; as, flock, army.
7. An **abstract noun** is the name of a quality, an action, or a condition; as, the hardness of iron, the motion of the earth, the virtue of a good man.
8. A **participial noun** is the name of some action or state of being; as, skating, reading, swimming, boating, idling, sleeping.

1. Insert one of the following words before the most appropriate quality or attribute:

1. Wax, gold, grass, glass.
2. Water, cake, steel, iron, winter.
3. Poison, apple, leather, rain, vinegar.
4. Copper, beef, silver, bronze, gas.

1. Wax is soft. _____ is green. _____ is brittle.
 _____ is yellow.

2. _____ is sweet. _____ is liquid. _____ is hard.
 _____ is pliable. _____ is cold.

3. _____ are wholesome. _____ is tough. _____ is useful.
 _____ is sour. _____ is dangerous.

4. _____ illumines. _____ is malleable. _____ is nourishing.
 _____ is shining. _____ is a metal.

2. State to what particular class each of the following nouns belongs:

- | | | | |
|-------------|------------|------------|------------------|
| 1. hardness | 2. pailful | 3. herd | 4. sister-in-law |
| body | iniquity | water | penmanship |
| society | singing | generosity | humility |
| soul | goldsmith | writing | riding |
| virtue | glassful | moon | congregation |

13 — COMPOSITION WORK

Ending Sentences:

A good ending sentence must be a summing up of your composition. Here are some examples of ending sentences that relate to the topics in Lesson 1:

1. In this way I do my bit to make things easier for mother.
2. I resolved that never again would I try pie-making.
3. This game was really the event of the evening.
4. And so I long for Saturday morning, when Ma lets me sleep late into the day.
5. So you see that this baby-minding is the bane of my young life.
6. Now that promotion is over, we are all down to regular class work.
7. Since a good report card means so much to me I've resolved to make it as perfect as I can.
8. Now that I have become accustomed to rival camps, class work would not be interesting to me without them.
9. This shows that our class monitor earns what little rewards he gets.
10. So you see when spelling is on, I'm intensely interested.
11. Thus does the little sanctuary lamp burn its life out for God, and teaches us a lesson of self-sacrifice.
12. In this way will our conduct be pleasing to God, who resides there for us.
13. This is the proper way to assist at Holy Mass.

14. This is the Fourth Station, which shows the love of the Blessed Mother for her Divine Son.
15. These are some of the reasons why I should like to be an altar boy.
16. That was the inning that showed us what we could do with good team work.
17. Now you see why I consider basket ball my favorite game.
18. This shows why a marble tournament is really interesting for us boys.
19. To me, now, diving is as easy as walking.
20. This taught that umpire to keep his eyes open, and look up his rule book occasionally.

REVIEW

1. What is a sentence? Give an example.
2. How are sentences divided according to meaning?
3. Classify according to meaning the following sentences:
 1. God loves us.
 2. Have you seen my hat?
 3. John, open the door.
 4. How good God is to us.
4. State four rules for the use of capitals and illustrate each of them.
5. Write four sentences, each containing a COMMON noun; four, each containing a PROPER noun; two, each containing a COLLECTIVE noun; two, each containing an ABSTRACT noun; two, each containing a PARTICIPIAL NOUN.

14 — PRONOUNS

In order to avoid repeating the noun we sometimes use a word to represent the noun. For example in the sentence, John loves his father, the word *his* is used in place of John, otherwise the sentence would read, John loves John's father.

1. A **pronoun** is a word used instead of a noun; as, John loves his father.

NOTE—The noun for which the pronoun is used is termed the *antecedent*. It may be expressed or understood.

2. Pronouns are divided into three classes: personal, relative, and interrogative.

Personal Pronouns

3. A **personal pronoun** is a pronoun which shows by its form what person it is; as, *I* went with *you* and came home with *him*.
4. Personal pronouns are divided into two classes, simple and compound.
5. The simple personal pronouns are five: I, of the first person; thou, of the second; he, she, and it, of the third person.
6. The compound personal pronouns are also five: myself, of the first person; thyself, of the second person; himself, herself, itself, of the third person.

Exercises

1. Write out the following sentences, and draw one line under the personal pronouns of the singular number, and two lines under those of the plural number:

You are all doing well. He has an excellent character. We are going to the market. She is an amiable girl. It is a beautiful piece of bookmaking. They listened with great attention to the reading of Hawthorne's *Marble Faun*. My brother goes to confession regularly. Does he read well? They are good boys. Blessed is he who has found his work, and who does it.

Note:

Some grammarians term *this, that, these, those*, demonstrative pronouns when used without the noun; as, *This* is mine. *Those* are yours.

15 — COMPOUND PERSONAL PRONOUNS

Myself — Ourselves

Read carefully the following sentences, paying special attention to the words in italics:

1. I saw *myself* in great danger.
2. I, *myself*, saw John fall from the roof.
3. I cut *myself* with the sharp penknife.
1. We harm *ourselves* by harming others.
2. We, *ourselves*, receive the benefit of good works.
3. We always behave *ourselves* in Church.

The pronouns *I* and *We* in the above are Simple Personal Pronouns and the words in italics above are the COMPOUND PERSONAL PRONOUN forms of I and WE. You notice that the subject in the first and last sentence in each set above performs an action on itself; as, *I* cut *myself*, the subject and the object being the same person.

In the second sentence in each set the words *myself* and *ourselves* are used for the sake of greater emphasis. We may omit these two words and have the same meaning; as,

I saw John fall, etc.
We receive the benefit, etc.

Exercise

Give oral sentences in which you use the Compound Personal Pronoun *myself* in the *nominative* case. Give sentences in which *myself* is used in the *objective* case.

Study very carefully the above sets of sentences for the correct use of the Compound Personal Pronouns, *myself*, *ourselves*.

16 — COMPOUND PERSONAL PRONOUNS

Himself — Herself — Itself

Copy neatly in your EXERCISE *the following sentences*, paying special attention to the words in italics:

1. He hurt *himself* playing.
2. He, *himself*, is to blame.
3. He cut *himself* shaving.

1. She helps *herself* at home.
2. She, *herself*, knew better.
3. She cried *herself* to sleep.

1. The child warms *itself* on its mother's bosom.
2. The child, *itself*, is not to blame.
3. The baby injured *itself* with the knife.

The words in italics in the above are the COMPOUND PERSONAL PRONOUN forms of *he*, *she* and *it*.

They show that the subject of the sentence performs an action on itself; as, in the first and last sentence of each set.

They are also used for *emphasis*; as, in the second sentence of each set above. *Yourself* and *yourselves* are the Compound Personal Pronoun forms of the Simple Personal Pronoun *You*.

You, yourself, know better.
 Can you see yourself in the Mirror?
 You may hurt yourselves in that machine.

17 — ORAL COMPOSITION

Words

Memorize the following stanza from a poem by Procter:

Words are mighty, words are living;
 Serpents with their venomous stings,
 Or bright angels crowding round us,
 With heaven's light upon their wings;
 Every word has its own spirit,
 True or false, that never dies;
 Every word man's lips have uttered
 Echoes in God's holy skies.

Be careful to avoid all slang or vulgar words. still more carefully avoid sinful words.

Never use a word you would not be pleased to have your Pastor, your Teacher, your good parents hear you utter.

Your Angel Guardian hears every word you speak, for he is constantly by your side to guide and help you.

Almighty God hears every word even before you have spoken it, because He is in the innermost parts of your soul.

Be sure that all you speak is good, pure, reverent, honest, kind, just.

18 — THE PERSON OF NOUNS AND PRONOUNS

You know what is meant when we say that Henry is a very nice *person*, or that Mary is a *person* of great refinement.

The word PERSON has a very different meaning in grammar.

There are many persons living, but there are only *three* Persons in grammar. Copy neatly the following and refer to it when necessary:

	<i>Singular Number</i>	<i>Plural Number</i>
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

Each of the Personal Pronouns in the above list shows by its *form* (spelling) whether it is the person speaking, the person spoken to, or the person or thing spoken about.

The First Person denotes the speaker, I, WE.

The Second Person denotes the one spoken to, YOU.

The Third Person denotes the person or thing spoken of, HE, SHE, IT, THEY.

Definition:

Person in grammar shows whether the noun or pronoun denotes the speaker, the person spoken to, or the person or thing spoken about. Copy that definition and memorize it.

19 — PERSON OF NOUNS

Nouns do not change their form (spelling) to denote the different Persons as the pronouns do (see list in Lesson 19).

Nouns nearly always name the person or thing spoken of; they are generally of the third person.

24 NOUNS IN FIRST AND SECOND PERSON

Copy the following and notice that the Nouns denote persons and things spoken of, and are therefore in the Third Person:

1. Henry studies his lessons very well.
2. Mary helps her mother every day after class.
3. Our Reverend Pastor preaches a very eloquent sermon.
4. The lion is a very fierce animal.

Name the nouns in the above.

Each noun above denotes the person or thing spoken of and is in the Third Person.

20 — NOUNS IN FIRST AND SECOND PERSON

Copy the following and notice that the nouns mean the same person as the pronoun with which each is used:

1. I, *Patrick*, saw him doing it. (First Person.)
2. We, the *pupils* of the class, know it. (First Person.)
3. *John*, you may go now. (Second Person.)
4. *Margaret*, she came late. (*Third* Person.)

21 — THE PERSON OF COMPOUND PERSONAL PRONOUNS

Name the Compound Personal Pronouns in the following:

1. I, myself, saw him as he was coming out. (First Person.)
2. We, ourselves, are to blame for it all. (First Person.)
3. It was you, yourself, who tore the page. (Second Person.)
4. You, yourselves, are the very boys. (Second Person.)

5. He hurt himself skating. (Third Person.)
6. She looks at herself in the mirror. (Third Person.)
7. They think a great deal of themselves. (Third Person.)
8. The little child cannot help itself. (Third Person.)

Give the Person of each Simple Pronoun in the above.

The Compound Personal Pronouns are of the same Person as their Simple Personal Pronouns.

Give the Person of each Compound Personal Pronoun in the above list of sentences.

22 — NAMING THE PERSON OF NOUNS AND PRONOUNS

Name each Noun and Pronoun in the following and give the Person of each:

1. The king, himself, is powerless in the matter.
2. The brave men placed themselves in the first-line trench.
3. I, myself, will tell you the story later.
4. Why don't you eat that meat yourself?
5. We should take good care of ourselves.
6. The man hurt himself with his revolver.
7. You, yourself, tore your own book.
8. She worried herself too much over the examinations.

Note:

Each Compound Personal Pronoun above is of the same Person as the noun or pronoun for which it stands.

Exercise

Give five oral sentences in which you use the Compound Personal Pronoun of the First Person.

Use the Compound Personal Pronoun of the Second Person in five oral sentences. Use the Third Person of the Compound Personal Pronoun in five oral sentences.

23 — ORAL COMPOSITION

Patience and Perseverance

Thousands of famous men and women owe their success in life far more to perseverance than to talent and luck.

Dannecker, the famous sculptor, after he had worked two years on a statue of Our Lord, showed it to a little child and asked her, "Who is that?" "A great man," she replied, much to the disappointment of the sculptor. He worked at it six years longer and then called in another little child and asked her the same question. She gazed steadfastly at the statue; an absorbed look came into her face; her eyes suddenly filled with tears and then her answer came, "Oh, it must be the ONE who said, 'Suffer little children to come unto Me'."

What a sense of joy and satisfaction thrilled the heart of the sculptor.

Read the above selection and be able to answer the following questions:

1. To what is success in life due?
2. What was the first child's answer?
3. Why was the sculptor disappointed?
4. How did the sculptor show his patience and perseverance?
5. What did the second child say of the statue?
6. What was the reward of the sculptor's perseverance?

Tell this story to your class in your own words.

24 — NUMBER

The *boy* plays baseball.

The *boys* play baseball.

In the first sentence one boy is spoken of. In the second, more than one boy is mentioned.

NUMBER is that modification of nouns that distinguishes one thing from more than one.

There are two numbers; SINGULAR and PLURAL.

The SINGULAR number is that which denotes but one; as, The *boy* plays baseball.

The PLURAL number is that which denotes more than one; as, The *boys* play baseball.

The Noun

Rules for Forming the Plural

I. The plural of nouns is regularly formed by adding *s* or *es* to the singular; as, *boy*, *boys*; *church*, *churches*.

NOTE—Es must be added when *s* does not unite readily with the singular form; as, *church*, *churches*.

II. Nouns ending in *y*, preceded by a consonant, form their plural by changing the *y* into *i* and adding *es*; as, *country*, *countries*; *city*, *cities*.

Nouns ending in *y* preceded by a vowel follow the general rule; as, *valley*, *valleys*.

III. Nouns ending in *f* or *fe* form their plural by changing the *f* or *fe* into *ves*; as, *knife*, *knives*; *loaf*, *loaves*; *wife*, *wives*.

NOTE—There are, however, many words ending in *f* which form their plural according to the general rule; as, *chief*, *chiefs*; *waif*, *waifs*; *gulf*, *gulfs*; *handkerchief*, *handkerchiefs*; *hoof*, *hoofs*.

Nouns ending in double f form their plural according to the general rule; as, bluff, bluffs; skiff, skiffs.

IV. Nouns ending in o, preceded by a consonant, form their plural by adding es; as, potato, potatoes; volcano, volcanoes.

NOTE—There are many exceptions, and observation alone can acquaint us with the proper way of forming plurals of nouns ending in o. The following nouns add merely an s:

banjo	contralto	tyro
piano	dynamo	stiletto
canto	memento	halo

Even a few of these words admit of both s and es; as, halo, halos or haloes; stiletto, stilettoes or stilettoes.

V. The following words form their plural without the addition of s or es; as, man, men; child, children; brother, brethren or brothers; ox, oxen; goose, geese; foot, feet; tooth, teeth; louse, lice; mouse, mice; die, dice or dies; penny, pence or pennies; pea, peas or pease.

VI. Most compound words form their plurals by adding the proper sign to the principal part of the word; as, father-in-law, fathers-in-law; ox-cart, ox-carts; hanger-on, hangers-on.

When the simple words in a compound word differ very little in importance, the sign of the plural affects the last word only; as, forget-me-not, forget-me-nots; cupful, cupfuls.

VII. Some nouns are used in the plural only; as, scissors, pincers, catacombs, annals, ashes, archives, etc.

VIII. Some nouns are used in the singular only; as, gold, sloth, eloquence, pride, etc.

IX. Some nouns are alike in both numbers; as, deer, sheep, fish, etc.

X. Nouns of multitude sometimes admit of the plural form; as, confraternity, confraternities.

XI. Letters, figures, and symbols are made plural by adding an apostrophe and *s*; as, Dot your *i*'s and cross your *t*'s. How many 4's in that number?

XII. Proper names preceded by titles are made plural in two ways; as, The Misses Thompson, or the Miss Thompsons.

NOTE—Proper nouns are changed as little as possible, and usually add *s* only in forming their plurals; as, Mary, Marys; Sarah, Sarahs; Henry, Henrys.

NOTE—If, however, there are two or more persons of different names, the title is made plural but the names remain singular; as, Messrs. Johnson and Black.

Exercises

- I. Write the following nouns in the plural:
 1. Patron, fox, echo, navy, key, fly, valley, enemy, monkey, Henry, penny, journey, sky, study.
 2. Wife, calf, knife, loaf, proof, handkerchief, half, life, shelf, wharf, gulf, wolf, thief.
- II. Write the following words in the singular:

Teeth, mice, pianos, geese, children, women, ladies, potatoes, skies, oxen, feet, armies, eyes, peaches.
- III. Give the plurals of the following nouns:

Father-in-law, step-daughter, son-in-law, spoonful, glassful, deer, salmon, trout, major-general, account book.

25 — MEMORY WORK

Copy the following and try to memorize at least the first and second stanzas. Pay attention to the capitals and the punctuation marks:

1.

We are building every day
In a good or evil way;
And the structure, as it grows,
Will our inmost self disclose.

2.

Till in every arch and line
All our faults and failings shine;
It may grow a castle grand
Or a wreck upon the sand.

3.

Do you ask what building this,
That can show both pain and bliss;
That can be both dark and fair?
Lo, its name is CHARACTER.

4.

Build it well, what'er you do;
Build it straight and strong and true;
Build it clean and high and broad;
Build it for the eye of God.

26 — CLEARNESS IN SENTENCES

Can you tell whose hat is meant in the following?

1. The teacher told the girl to go to the clothes press and get her hat.
2. The teacher said to the girl, "Go to the clothes press and get my hat."

There is doubt as to whose hat is meant in number 1, but there is not a doubt at all in the second sentence. The doubt has been removed from the second sentence by using the quotation.

Also there is doubt what is meant in the sentence:

The boys told their companions that they had rung the bell at the wrong time. Who had rung the bell at the wrong time? The boys or their companions?

There is no doubt in, "The boys said to their companions you have rung the bell at the wrong time," or, The boys said to their companions, "We rung the bell at the wrong time."

Try to make the following sentences clear as to their meaning, by rearranging the words or by using quotations as in the above:

1. John's father died when he was ten years old.
2. If the good little girl goes away from her mother she will be very lonesome.
3. They took their shoes and stockings off and for the rest of the forenoon they lay on the sand.
4. After the man rescued the boy from the wreck he fainted.
5. The poor boy's father used to beat him till he was out of breath.
6. While the boy was playing with his dog he became frightened and ran away as fast as he could.
7. The doctor told the farmer that his dog bit his child.

27 — GENDER

Write the words listed below in three columns. In the first place all the nouns or pronouns of the male sex. In the second column place those of the female sex. Write

the nouns and pronouns that denote neither sex in the third column:

father	Mary	his	she	it
their	desk	hat	aunt	nephew
him	niece	pie	sister	king
uncle	brother	priest	nun	queen

This distinction in regard to sex is called *Gender*.

Gender is that modification which distinguishes the names of persons, animals, and things with regard to sex.

There are three genders; the masculine, the feminine, and the neuter.

The **masculine gender** denotes the names of persons or animals of the male kind; as, man, king, lion.

The **feminine gender** denotes the names of persons or animals of the female kind; as, woman, queen, lioness.

The **neuter gender** denotes the names of things that are neither male or female; as, grass, tree, house.

NOTE—Nouns like child, bird, cousin, etc., may be either masculine or feminine. Their gender is determined by reference to the person or animal which they represent.

Ways of Distinguishing Gender:

1. By the use of different words; as,

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
son	daughter	wizard	witch
father	mother	stag	hind
brother	sister	gentleman	lady
monk	nun	king	queen
husband	wife	drake	duck
man	woman	bull	cow
boy	girl	horse	mare
nephew	niece	gander	goose
uncle	aunt	rooster	hen

2. By the use of suffixes:

<i>Masculine</i>	<i>Feminine</i>	<i>Masculine</i>	<i>Feminine</i>
tailor	tailoress	Jew	Jewess
abbot	abbess	Negro	Negress
bridegroom	bride	tiger	tigress
actor	actress	protector	protectress
benefactor	benefactress	waiter	waitress
emperor	empress	hero	heroine

Exercises

1. Of what gender is each of the following?

king, m.	dressmaker, f.	house, n.
queen	milliner	mistress
general	lion	horse
captain	hen	duck
nephew	hind	tiger

II. Indicate the gender of the nouns by placing m., f., or n. after each, in the following sentences:

The orphan is deserving of care.

The child is father of the man.

The way was long, the wind was cold,

Labor conquers all things.

“The children coming home from school

Look in at the open door.” —Longfellow.

28 — CASE OF NOUNS AND PRONOUNS

A noun or pronoun may be used as the subject of a sentence; as,

The *girl* studies history.

She studies history.

A noun or pronoun may be used to show possession; as,

The *girl's* book is on the table.

Her book is on the table.

A noun or pronoun may be used as the object of a sentence; as

We saw the *girl*.

We saw *her*.

These different uses of a noun or pronoun to show whether it is the subject or object in a sentence or to show possession are called CASE.

Case shows whether the noun or pronoun is the subject, the object or possessor in a sentence.

Definition:

Case is the use of the noun or the pronoun in its relation to other words in a sentence.

The Three Cases

A noun or pronoun used as the subject in a sentence is said to be in the NOMINATIVE CASE; as

John reads the book.

Mary sings a hymn.

He likes to read.

She sings very well.

A noun or pronoun used to show possession is said to be in the POSSESSIVE CASE; as,

John's book is interesting.

Mary's hymnal is in her desk.

His book is a good one.

Her hymnal cost two dollars.

A noun or pronoun used as the object in a sentence is said to be in the OBJECTIVE CASE; as,

I saw *John* yesterday.

We met *Mary* near the school.

We saw *him* at home.

The teacher likes *her*.

Naming the Case of Nouns and Pronouns

Give the Case of each of the nouns and pronouns in the following:

1. My friends brought her to my home.
2. His sister told my sister that I was late for class.
3. They found us in the depot while we were looking for them.
4. She loves her mother, and he loves his father dearly.
5. They love their parents and their parents love them.
6. I saw him and he saw me; his mother was with him.
7. She gave us both a package to carry for her.
8. The words, *I, my, me*, are singular personal pronouns.
9. The words, *we, our, ours, us*, are plural personal pronouns.
10. The words, *he, his, him*, are singular personal pronouns.
11. *She, her, hers*, are singular personal pronouns.
12. *They, their, theirs, them*, are plural personal pronouns.

29 — ANOTHER LESSON ON CASE

Carefully examine the sentences in which the noun *child* is used in the following:

Nominative—The *child* loves its mother.

Possessive—The *child's* mother cares for it well.

Objective—The mother loves her *child*.

Notice that the word *child* looks the same in the nominative as it does in the objective.

In the possessive the word becomes *child's*.

So you must understand how the noun is used in the sentence before you can tell whether it is Nominative or Objective Case. The apostrophe in the noun always will tell the Possessive Case.

30 — CASE OF PRONOUNS

Look closely at the pronouns in the following sentences:

Nominative—*She* sews her apron.

Possessive—*Her* apron is very nice. It is *hers*.

Objective—I saw *her* yesterday.

You notice that there is a different form of the pronoun for each of the three *Cases* in the sentences above; *she*, *hers*, *her*.

So, the very form (spelling) of the pronoun will tell you at once to which case it belongs.

It is MOST important that you learn the form of the personal pronouns as they are used in the three Cases.

The following regular arrangement of the numbers and the Cases is called DECLENSION.

	(First Person)		(Second Person)	
	<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
Nominative	I	We	You	You
Possessive	My (Mine)	Our (Ours)	Your (Yours)	Your (Yours)
Objective	Me	Us	You	You
	(Third Person)			
	<i>Singular</i>		<i>Plural</i>	
Nominative	He, She, It		They	
Possessive	His, Her (Hers), Its		Their (Theirs)	
Objective	Him, Her, It		Them	

31—DECLENSION OF NOUNS

	<i>Singular</i>	<i>Plural</i>
Nominative	boy, man, girl	boys, men, girls
Possessive	boy's, man's, girl's	boys', men's, girls'
Objective	boy, man, girl	boys, men, girls

Study very carefully the declension of the nouns, *boy*, *man*, *girl*, and then decline orally the following:

woman	sister	uncle	aunt
brother	mother	cousin	niece

32 — RIGHT CASE OF PRONOUNS

Remember that linking verbs (neuter) usually require the nominative case of each pronoun used.

1. You and I are to do the work. (Not you and me.)
2. It was *they* who made the noise on the stairs.
3. Was it *she* who spoke then?
4. I wish it were *he* now.
5. They and we missed the boat.
6. My sister writes better than I.
7. It was *he* who told me.
8. Who is there? It is I, teacher.
9. It must have been *they*. It was *he*, not *she*, who did it.
10. It is not *they*, but it is *we* who came late.

Give the case of each pronoun in the above sentences and tell the reason for the case in each instance.

Practise on using the correct pronoun till you are so familiar with the correct form that you will make no mistakes.

Exercise in Using the Correct Pronouns

Give a pronoun that may be correctly used in each of the blank spaces in the following sentences:

1. Give the money to——and to their mother.
2. You and —— will go home together after school.
3. I spoke to every one except —— and —— .
4. Between you and —— I am a little afraid of it.
5. She spoke to —— and to —— on the avenue.
6. It was —— who did it; I saw them.
7. We saw Patrick and —— on the street.
8. I am more to blame than —— .
9. Bernard said it was —— who won the game.
10. Could it have been —— ?

Give the case of each pronoun you used in the blank spaces above.

Give the reason for saying, *It is I*, instead of, *It is me*.

REVIEW

1. Name the *simple personal pronouns*.
2. Give sentences in which you use the compound personal pronoun forms of *I-she*.
3. Rewrite the following sentences, changing the number of the pronouns:

I went to church with him.
She is not in school.
They went to the park.
4. In what person are the nouns in the following sentences?

John, you may go home.
Margaret, where are you going?
I am going to church.

5. Give the plural form of the following nouns:
- | | | |
|--------|-------|--------|
| thief | angel | knife |
| monkey | penny | church |
6. Change the following plural forms to the singular:
- | | | |
|----------|----------|-------|
| children | brothers | teeth |
| women | oxen | mice |
7. Rewrite the following nouns in the opposite gender:
- | | | |
|---------|-------|--------|
| man | bride | nun |
| sister | hero | wife |
| husband | king | father |
8. Write three sentences each of which contains a noun or pronoun in the possessive case.

33 — COMPOSITION

Safety Habits

1. Define "Safety Habits."
2. How acquired and practised:
 - (a) By foreseeing danger.
 - (b) By obeying orders, etc.
 - (c) By reporting dangerous conditions.
3. Effects of "Safety Habits."

Safety Habits are habits of carefulness in all things.

The best way to prevent accidents is to foresee them. One can train himself to this. If one be watchful he will see many occasions to practise safety. Boys and girls should obey the orders of their parents and teachers in this matter. They should also heed signs and warnings. Disobedience in this regard has caused many accidents. One should report dangerous conditions to the proper authorities. This is a duty that we may not disregard without being guilty of neglect.

Life and property will be safer, if each one does his or her bit in acquiring and practising "Safety Habits." In doing these things we shall be practising real charity towards ourselves and our neighbor, and God will bless us for it.

Make a three-paragraph outline and write on one of the following subjects:

1. Why the Accident Happened.
2. Dangerous Conditions I Reported to the Policeman.
3. The Warnings My Mother Gives about Dangers.
4. What Our Teacher Said about Safety.
5. Some of the Causes of Winter Drownings.
6. Some of the Causes of Summer Drownings.
7. The Danger of Climbing Trees.
8. Why Pedestrians Should Heed the Traffic Lights.
9. The Danger of Sticking One with a Pin.
10. The Dangers of Coasting in the Streets.
11. The Obstructed Fire Escape.
12. The Dangers of "Hitching."
13. The Benefits of "First Aid."
14. Why I Am, or Why I Should Like to Be a Scout.
15. How I Can Become Observant.

NOTE—These topics may likewise be used for oral composition.

34 — NOMINATIVE INDEPENDENT

Give special attention to the different uses of the *first* word in each pair of the following sentences:

1. John studies his lessons very well.
2. John, please study your lessons better.

1. Mary helps her mother every evening.
2. Mary, help your mother in the evening.
1. Bernard goes to Mass every morning.
2. Bernard, do you go to Mass every morning?

In the first sentence of each set above the proper nouns are used as the subject of the sentence; they are in the *Nominative Case, subject of the verb*.

In the second sentence of each set the proper nouns denote persons directly spoken to, or addressed; they are said to be in the Nominative Case by direct address or *Nominative Independent*.

Give three sentences of your own in which the noun is in the NOM-I-NA-TIVE INDEPENDENT.

Exercise

Write in your EXERCISE all the Nominative Independent Cases you find in the following sentences:

1. Who gave you, OLD GLORY, the name that you bear?
2. Henry, please come here.
3. Sister, may I speak to you, please.
4. Dear Jesus, I believe Thou art true God and true man.

35 — THE CASE OF THE COMPLEMENT

Object or Attribute

The word that answers the question "What or Whom" after the active verb is in the Objective Case; as,

John chops wood. Chops what? *wood*.—Objective Case.

Mary sews the apron. Sews what? *apron*.—Objective Case.

I shine my shoes. Shine what? shoes.—Objective Case.

I met Henry. Met whom? Henry.—Objective Case.

The word that answers the question “What or Who” after the Neuter verb is in the *Nominative Case*; as,

Mary is a modest girl. Is what? girl.—Nominative Case.

It was he. Was who? he.—Nominative Case.

He was a rich man. Was what? man.—Nominative Case.

They were good boys. Were what? boys.—Nominative Case.

Caution:

When the Nominative Case comes *before* the Neuter Verb, the Attribute of the Neuter Verb will be in the Nominative Case; if it be a Noun or Pronoun.

When the Attribute of the Neuter Verb is an *Adjective* there is no case at all for it; as, John is *sick*.

Only Nouns and Pronouns have CASE.

Note:

Some call the Attribute the *Predicate-Noun*, or the *Predicate-Adjective*, according as the Attribute is a Noun, Adjective or Pronoun.

36 — CASE BY APPOSITION

You know that a noun or a pronoun used as the subject of a Verb is in the Nominative Case; as,

Bernard studies his lessons. (Nom. Case.)

In the sentence, “*Bernard, the Grocer, sells good butter,*” the word *grocer* is an explanation of *Bernard*, and it is said to be in Apposition to the word “*Bernard.*”

Words in Apposition are in the same Case—therefore, *grocer* is in the Nominative Case by Apposition.

A noun or a pronoun used as the object of a Verb or of a preposition is in the Objective Case; as,

I help my *mother*. (Objective Case.)

John went to the *store*. (Objective Case.)

In the sentence, "I met Bernard, the grocer," the word *grocer* is an explanation of *Bernard* and is said to be in Apposition to the word *Bernard*.

Words in Apposition are in the same case—therefore, *grocer* is in the Objective Case.

The Rule:

A Noun or Pronoun used to explain another noun or pronoun is in the same Case as the word explained.

Write that RULE and memorize it.

Exercise

Giving the Case of Appositives

Give the Case of all the nouns in the following and tell which words are used as Appositives (explanatory):

1. Basil, the blacksmith, lived in Grand Pré.
2. William, a professor at Loyola, told me that.
3. Joan of Arc, the little shepherdess, saved France.
4. Abraham Lincoln, the lawyer, became President.
5. I read about Pocahontas, the brave Indian girl.
6. Columbus, the discoverer of America, was a Catholic.

Note:

Nouns may also be in the nominative case in the following way:

1. As a nominative absolute; as, *Prayer* being said, we set to work.

37 — A PRONOUN AND ITS ANTECEDENT

You know the definition of a pronoun, and you know the meaning of antecedent as applied to the pronoun; as, in

1. John loves his mother.
2. Children respect their parents.

The Pronoun *his* in sentence Number 1 stands for the noun *John* and *John* is called the antecedent of the pronoun *his*.

The pronoun *their* in the sentence Number 2 stands for the noun *children*, and *children* is called the antecedent of the pronoun *their*.

When the antecedent is singular, so is the pronoun.

When the antecedent is plural, so also is the pronoun.

The pronoun will be masculine gender when the antecedent is of the masculine gender, as in sentence number 1 above.

When the antecedent is of the third person, the pronoun will be of the third person.

(a) So that we say a pronoun agrees with its antecedent in:

PERSON	NUMBER	GENDER
--------	--------	--------

Copy (a) in your EXERCISE and study it carefully so as to be able to use it.

**38 — SECOND LESSON ON AGREEMENT
OF
PRONOUN AND ANTECEDENT**

Give the person, the number, and the gender of the pronouns in the following sentences by referring to the antecedent of each:

1. Each man is responsible for *his* actions.
2. The little girl said, "*I* am just six years of age."

3. John, where are *you* going so early in the morning?
4. My mother is kind to all *her* children.
5. Every man should love *his* fellow man.
6. Good boys are fond of *their* teacher.
7. Each day brings *its* own duty with *it*.
8. Good children love *their* parents, and *their* parents love *them*.
9. John, *I* saw *you* when *your* mother met *my* mother.

Name the principal parts of each of the above sentences.

Give five phrases in the above set of sentences.

39 — USING THE RIGHT PRONOUN

Remember that when the antecedent is singular, the pronoun must also be singular.

Rewrite the following sentences, using the right pronoun in the blank spaces:

1. Each man did ——— duty.
2. The men did ——— work well.
3. Every boy was at ——— work.
4. Each girl buys ——— own books.
5. Has every boy ——— own pencil?
6. All children love ——— parents.
7. Everybody must speak for ——— .
8. Everybody had to sign ——— name.

40 — OUTLINES

Before writing compositions, plan outlines like the following:

Title: Making My First Pie.

Outline.

I. Preparations.

Collecting materials.

- (a) Flour.
- (b) Butter.
- (c) Apples, etc.
- (d) Spices.
- (e) Pans, etc.

II. Construction Work.

- (a) Mixing dough.
- (b) Rolling dough.
- (c) Shaping pie.
- (d) Putting in oven.

III. Results.

Success or failure.

Title: Rival Camps.

Outline.

I. Organizing.

- (a) Election of Captains.
- (b) Choosing of sides, etc.
- (c) Positions in class.
- (d) Subject, rules, etc.

II. Functioning of Camps.

- (a) Alternate questions.
- (b) Teacher—Judge.
- (c) Score, etc.

III. Rewards.

- (a) Victory.
- (b) Privileges.
- (c) Premiums.

Title: Use of Prayer Book.

Outline.

- I. Contents of Prayer Book.
- II. Benefits of Using it.
 - (a) Distractions avoided.
 - (b) A help to devotion.
 - (c) Knowledge of services.
 - (d) Proper assistance at Mass.
- III. Results.
 - (a) Good habit acquired.
 - (b) Appreciation of Church services in after life.

Title: My First Dive.

Outline.

- I. Difficulty of Feat.
 - (a) Advice of companions.
 - (b) Postponing event from week to week.
- II. Feat accomplished at last.
 - (a) First sensation.
 - (b) Turning and coming up.
 - (c) Victory and repeated dives.
- III. Results.
 - (a) Confidence, etc.

Make an outline such as the foregoing, selecting one of the topics listed in Lesson 1.

41 — VERBS

In each of the following sentences select the word that expresses action:

1. The south wind blew softly.
2. The cat sought the mouse.
3. The old wooden clock stopped.

4. Edward studies his lessons.
5. Mary sweeps the floor.
6. Joseph received his reward.

In the sentence "Gold is Yellow," there is no action word. The verb *is* does not express action. It simply states the existence of a certain thing. Verbs of such nature are called *neuter or copulative or linking* verbs.

When we say, "The horse *was sold* to the gypsies," the verb in this case shows that there is action performed upon the subject.

A verb is a word that signifies to be, to act or to be acted upon.

Exercise

From the following sentences pick out the copulative verb and those that show the subject acted upon:

1. John was hit by the ball.
2. Lead is heavy.
3. The basket was carried by the boys.
4. Joseph is ill.
5. The pie was made by the cook.
6. I was helped by my mother.
7. The day is clear.
8. Snow is white.
9. A hymn was sung by the class.
10. Where is my hat?

42 — LETTER WRITING

Letter writing is a form of written composition that everyone needs to use. After leaving school a person may never have occasion to write a formal essay, or a book review, but all through life he will find it necessary to write letters.

In general, letters are of two kinds, business letters and friendly letters. The difference between a business letter and a friendly letter is to be found mainly in the purpose for which the letter is written.

In a business letter one should state briefly and clearly his object in writing. He should come to the point at once. Time is money to the business man. All necessary particulars should be so stated and arranged that they may be understood at a glance.

In a friendly letter one should have something interesting to say, and say it in such a way that his letter will be worth reading. The great charm of a good letter lies in its naturalness. One should write as he would talk to the person he addresses.

Business Letter

(Heading)

254 Edinburgh St.,
Rochester, N. Y.,
January 15, 1927.

(Address)

The America Press,
Grand Central Terminal,
New York, N. Y.

(Salutation)

Gentlemen:

Enclosed please find \$4.00 for one year's subscription to "America." Please let the subscription begin the first week of February. I have heard many good things about your weekly from many of my friends, who consider it the best of its kind in the country.

(Closing)

Yours truly,

James A. Noonan.

Friendly Letter

542 State Street,
Charlestown, Mass.,
April 20, 1926.

My dear Jennie,

Mother has been kind to me about your Surprise Party for your sister Mary. She tells me I may go and remain with you till the party is over, especially as two of the girls will return with me and I'll be home by nine.

Do not say one word to anyone, but Mother is giving me a nice birthday cake to bring over to the party.

Sincerely yours,
Helen.

43 — LETTER WRITING (Continued)

The salutation takes various forms, according to the relations between the writer and the one addressed. Salutations ordinarily used in business letters are the following:

Dear Sir:	Dear Madam:
My dear Sir:	My dear Madam:
Gentlemen:	

In friendly letters, or in business letters addressed to a person whom one knows well, the following salutations are proper:

Dear Mr. Williams,	My dear Mrs. Monroe,
Dear Miss George,	Dear Mrs. Monroe,

Dear Mrs. Monroe is more formal than My dear Mrs. Monroe.

In familiar letters the following salutations may be used:

My dear John,	My dear Uncle Peter,
Dear Cousin Mary,	My dear old Friend,

Adjectives are not written with capitals unless the adjective is the first or last word of the salutation; as in the examples given. In business letters, the salutation is usually followed by a colon; in familiar letters, by a comma.

The conclusion — The conclusion consists of the complimentary closing and the signature. The complimentary closing should be written on a separate line, should begin with a capital, and be followed by a comma. Sometimes such expressions; as: "I am," "I remain," etc., precede the complimentary closing. These expressions should be written in the body of the letter in the line preceding the closing. For business letters these forms are proper:

Yours truly,	Very respectfully yours,
Yours very truly,	Very truly yours,
Yours respectfully,	Respectfully yours,

In familiar or friendly letters, the usual forms are:

Faithfully yours,	Yours affectionately,
Yours cordially,	Yours, with love,
Sincerely yours,	Your loving son,

Except in familiar letters, the signature should be written as the writer wishes to be addressed. Care should be taken to write the signature so plainly that it cannot be mistaken.

44—SUPERSCRPTION

Get an envelope that has come through the mail and answer the following:

1. What things were written on that envelope by the person who sent the letter?
2. What things were placed on that envelope by the post office?
3. Why should the *address* on the envelope always be written in *ink*?
4. What is the purpose of the return address on the envelope?
5. Where should this return address be placed?
6. What determines the number of postage stamps needed?
7. What is meant by a canceled stamp? Why are the stamps canceled in the post office where the letter is placed?
8. Should you put sharp or heavy things in a letter? Why?

Mr. James N. Tyler,
876 Park St.,
Boston,
Mass.

Cautions

1. Care should be taken to fold the letter evenly and exactly so that it will fit the envelope.

2. It is considered impolite to seal a note which you ask a friend to deliver.
3. Do not fail to date your notes, as well as your letters.
4. Postal cards may be written without salutation or complimentary close.
5. In closing a letter to a stranger, say *I am*, but not *I remain*.
6. Never write a letter that you would be ashamed to have made public.

Exercises

1. Write a note of apology for having failed to keep an appointment with a friend.
2. Write to your aunt, telling her about your first experience in making fudge or in camping.
3. A friend has entertained you at his country home for several weeks during the summer vacation. Write him a letter of thanks for his kindness.
4. A gentleman whom you know, wishes to buy a dog. Write to him, offering to sell your dog. Give an accurate description of the dog.
5. Write a note to a relative, returning thanks for a present he has just sent you.
6. Your father is away from home on a business trip. Write to him, giving him all the home news.
7. Write your teacher a note of apology for some thoughtless act.

REVIEW

1. Write a sentence containing a noun in the nominative case by apposition.
2. Write a sentence using a noun in the objective case by apposition.

3. Give the person, number, and the gender of the pronouns in the following sentences:

1. Each boy is to hold his own ticket.
2. Good children are fond of their parents.

4. Insert a correct pronoun where the dash occurs.

It is _____ or _____ .

_____ caught the ball?

_____ gave _____ to _____ and _____ .

Will you come with _____ ?

_____ were at home.

45 — ADJUNCTS OF NOUNS (Adjectives)

When we say Bernard is a *studious* boy, Mary is a *tall* girl, the words *studious* and *tall* tell us something definite about Bernard and Mary. These descriptive words are called adjectives. Again we might say "Three men were killed," or "Those books belong to me." In these sentences the words *three* and *those* limit the meanings of the nouns men and books.

An adjective is a word used to describe or limit a noun or pronoun; as, John is a *good* boy. He is *diligent*. *Four* boys won prizes.

Exercises

I. Insert such of the following nouns as the adjective given will describe:

1. Archway, man, shadow.
2. Beast, book, parent.
3. Student, girl, countenance.

1. A shattered——. 2. A voracious——.
 A venerable——. An instructive——.
 A fleeting——. A devoted——.
3. An earnest——.
 A dutiful——.
 A pleasing——.

II. Write sentences containing the following descriptive adjectives:

true	French	sweet	Alpine
dull	pleasant	small	wise
English	happy	British	Grecian

46 — DESCRIPTION

Outline

- I. Size, material and shape of object.
- II. Construction of parts.
- III. Purpose of parts.
- IV. Usefulness of object.

A Pen

A pen is a thin, curved piece of steel about an inch and a half long and a quarter of an inch wide. It is pointed at one end. The pointed end is cloven about a half an inch. There is a small oval hole at the upper end of the cleft. This renders the pen flexible and makes it easy to regulate the flow of ink. The corners are rounded to allow the pen to fit nicely into the circular slit of the holder. This makes an excellent instrument for writing.

The above outline will serve for describing any kind of object.

In writing a description of a small object, one should have the object before him, so that necessary details will not be omitted.

The above description shows how closely small objects must be observed to make the description complete.

Use the above outline and write a paragraph on any one of the following:

- | | |
|-----------------------------|-----------------------|
| 1. A Lead Pencil. | 11. A Safety Pin. |
| 2. A Penholder. | 12. A Needle. |
| 3. An Inkwell. | 13. A Penknife. |
| 4. A Foot Ruler. | 14. A Fork. |
| 5. A Chalk Box. | 15. A Spoon. |
| 6. A Compass (for drawing). | 16. A Corkscrew. |
| 7. A School Bag. | 17. An Egg Beater. |
| 8. A Blackboard Eraser. | 18. A Gas Stove. |
| 9. A Book. | 19. An Electric Bulb. |
| 10. The Face of a Clock. | 20. A Lemon Squeezer. |

47 — ADJUNCTS OF VERBS (Adverbs)

Read the following sentences carefully and try to find out what the words in italics do in each sentence:

Our choir sings *well*.

The little boy ran *quickly*.

John rises *early* every morning.

I saw Mary *yesterday*.

Thomas walked *homeward*.

We *often* swim in the pool.

We went *there*.

A study of the above will show that the italicized words will tell us *how*, or *when* or *where* the action was performed. These words are called adverbs.

Adverbs may also be used to modify adjectives or other adverbs.

The boy is *very* ill.

John studies *very* faithfully.

Definition:

An adverb is a word used to modify a verb, an adjective or another adverb, and generally expresses time, place, degree or manner.

Exercises

I. Form adverbs ending in *ly* from the adjective given below:

slow	gay	liberal	busy
quick	pretty	general	sole
hearty	rude	whole	feeble

II. Supply an adverb that will complete the sense:

1. He swam *almost* across the river. He —— mentioned that he had met you. They labored ——. Charles was —— this morning. Joseph has —— been promoted. —— did you not go? He spoke ——. The man was —— conscious to the last. Richard studies his lessons ——. They walked —— down the road. Louis is —— in time. Be —— the first on whom the new is tried. Be wise ——.

48 — MEMORY WORK

Memorize the following stanza and be able to recite it to the class:

Give Me Flowers

I would rather have one little rose
 From the garden of a friend,
 Than to have the choicest flowers
 When my stay on earth must end.
 I would rather have a loving smile
 From friends I know are true,
 Than tears shed 'round my casket
 When this world I've bid adieu.

Bring me all the flowers to-day,
 Whether pink, or white, or red—
 I'd rather have one flower now,
 Than a million when I'm dead.

Remark:

The word *adieu* means "To God;" *Au revoir* means "Till we meet again." The words *adieu* and *au revoir* are said when friends are parting.

Oral and Written Exercise

The words below are difficult to pronounce. Find them in your dictionary, and place the accent mark in each. Write each in a sentence in your EXERCISE:

museum	recess	inquiry
heroine	mischievous	again
tomato	potato	mosquito
theater	poet	Psalm
film	elm	column
interesting	helm	pumpkin

49 — DIRECT QUOTATIONS

Write very neatly the following sentences. Pay attention to the little marks that look like commas inverted (upside down):

1. "Mother, please may I have another piece of cake?" asked Mary.
2. "Yes, you have been very polite, Mary," said her mother.
3. "Oh, good! I will always try to be polite," replied Mary.
4. "Are you always polite to your teacher?" asked Mary's mother.

5. "Yes, I try to be polite to everybody," answered Mary.

Give the *exact* words of Mary in sentences 1, 3 and 5.

Notice the little marks placed before and after the exact words of Mary.

Give the exact words of the mother in sentences 2 and 4.

You notice that the same marks are placed before and after the exact words spoken by the mother.

When you give the exact words said by another person you quote (repeat) these words.

The exact words of another that we quote (repeat) are called a QUOTATION.

The little marks (" ") at the beginning and end of the Quotation are called Quotation Marks.

Write the definition of a QUOTATION in your EXERCISE.

Study the definition carefully till you know it well.

50 — QUOTATIONS (Continued)

Write very neatly the following sentences and pay special attention to the place of the quotation marks:

1. The teacher was weary and said, "What's the trouble today?"
2. Our Divine Lord said, "Seek ye first the kingdom of God."
3. St. Peter answered, "Thou art the Son of the Living God."
4. Ethan Allen shouted, "In the name of the Great Jehovah and the Continental Congress!"
5. Hanging on the Cross Jesus prayed, "Father, forgive them; for they know not what they do."

You notice that the quoted words come near the end of each sentence in the above, but the quoted words come at the beginning of each sentence in lesson 49.

With what kind of letter does the first word of each quotation above begin?

Carefully note the punctuation marks in the following sentence:

The teacher then asked, "Who will help John to find the page?"

We see that the marks of quotation always come outside of all the other marks, i. e. (that is), they begin and end the Quotation.

Exercise on the Quotation Marks

Copy the following sentences neatly, using the quotation marks correctly:

1. Let us see, said the policeman.
2. And Gluck said, Pray don't drink it all.
3. The umpire angrily shouted, Play ball!
4. Son, give me some of that water, said the old man.
5. Oh dear me! have you really been so cruel? said Gluck.

You may have noticed that many Quotations follow such words as: asked, replied, remarked, answered, said.

Write any three quotations you remember, or make original ones.

Write three quotations from the SERMON on the MOUNT.

What is meant by saying he quoted from Shakespeare?

Example: 51 — ADJECTIVE PHRASES

A boy *with good manners* reflects credit upon his parents. This is a simple declarative sentence.

The logical subject is—A boy with good manners.

The grammatical subject is boy. Brings credit to his parents is the logical predicate.

Credit is the object.

The Predicate verb is *brings*.

The grammatical subject is modified by the adjective *a* and the adjective phrase *with good manners*.

An adjective phrase is one that modifies a noun.

I. Select the adjective phrases in the following sentences:

1. The book on the table is mine.
2. I saw the boy with the bat.
3. It was a beautiful day in summer.
4. The pond is covered with ice.
5. The garden of beautiful flowers came into view.
6. The bucket covered with moss hung in the well.
7. An act of kindness made him popular.
8. The lot on the corner is for sale.

II. In the example given above we can change the sentence to read, A *well-mannered boy* reflects credit upon his parents.

To do this we changed the adjective phrase *with good manners* to the adjective *well-mannered*.

Where possible change the adjective phrases in Exercise I to adjectives.

A group of related words that does not make complete sense is called a phrase.

52 — ADVERBIAL PHRASES

John walked *into the church*.

Mary remained *in school*.

Lindbergh went *by plane to Europe*.

When phrases relate to a verb they are called adverbial phrases.

I. Select the adverbial phrases in the following sentences:

1. In the Spring the flowers will bloom.
2. They started in the evening.
3. The German army marched through Belgium.
4. A great man may spring from a cottage.
5. He gave the decision in a clear tone.
6. He writes in a poor manner.
7. The plane flew toward the West.

II. Write three original sentences containing adverbial phrases.

III. Where possible change the adverbial phrases in exercises I and II to adverbs.

IV. Analyze the sentences in Exercise I.

An adverbial phrase is a phrase used like an adverb to modify a verb, an adjective or another adverb.

53 — REVIEW OF PHRASES

Name each adjective phrase and each adverbial phrase in the following and tell to what word each phrase relates:

1. Joseph had a coat of many colors.
2. Henry, go to school at once.
3. The flowers in the garden are beautiful.
4. Mary does her work with great earnestness.
5. The beauty of the sky charmed me.
6. Patrick goes to the store every morning.
7. That girl with the long hair is my sister.
8. My father came home in my uncle's auto.
9. Henry is a boy of very great virtue.
10. He flew through the air with the greatest of ease.

Give the principal parts of each sentence above.

In what case is *Henry*, second sentence? What is the subject of sentence number two?

54 — CORRECT USE OF ADJECTIVES AND ADVERBS

Would you say, Mary reads good, or Mary reads well? The flowers smell beautiful, or the flowers smell beautifully?

In the first sentence you are not giving a quality of Mary, but rather to the action Mary performs; you refer to the verb, not to the noun; therefore, you should use the adverb, *well*, not the adjective, *good*.

In the second sentence you are not referring to any action done by the flowers. You are referring to the quality of the flowers themselves. You use the adjective, *beautiful*, to refer to the quality, and not the adverb, *beautifully*. There is no act expressed by the verb which is a linking, or, neuter verb.

When modifying the subject, always use an adjective. When modifying the verb always use an adverb.

Use the correct word in the parentheses:

1. That medicine tastes very (bitter, bitterly).
2. The red roses smell (sweet, sweetly).
3. That suit fits Frank very (good, well).
4. The statue of our Blessed Lady is painted (beautiful, beautifully).
5. The sky glows (brilliant, brilliantly) with the rising sun.
6. The mother feels very (sad, sadly).
7. We were all very (merry, merrily) on the picnic.
8. The pillow of balsam from Maine smells (fragrantly, fragrant).

55 — RULES FOR PUNCTUATION

1. Use a period:
 - (a) At the end of a declarative sentence, and an imperative sentence.
 - (b) After an abbreviation and an initial.
2. Use an interrogation point:
 - (a) At the end of an interrogative sentence.
3. Use the exclamation point:
 - (a) At the end of an exclamatory sentence, or after an interjection; as, Oh! hush!
4. Use a comma:
 - (a) To separate words in a series; as, John, James, and William are good boys.
 - (b) To set off an appositive term; as, John, the farmer, is here.
 - (c) To separate *yes* and *no* from the rest of the sentence when used as an answer; as, Yes, I will do that.
 - (d) After the salutation in a friendly letter; as, My dear Sir,
5. Use a Hyphen:
 - (a) To divide a word into syllables; as, a-e-ri-al.
 - (b) To join the parts of certain compound words; as, home-loving.

Give examples of the uses mentioned above.

56 — PREPOSITIONS

Notice the words in italics in the following sentences:

1. The book is *on* the table.
2. John, kindly go *to* the store.
3. The book *with* the green cover is mine.

Each of the *italicized* words is used to show relation between two words in the sentence.

In sentence 1 the word *on* shows relation between *is* and *table*. *On* is necessary to complete the sense. Omit the word *on* and there is not complete sense in saying "The book is the table."

Words used to show relation are called prepositions.

A PREPOSITION is a word placed before a noun or pronoun, to show its relation to some other word in the sentence; as, The infant was laid *in* a manger.

The object of a preposition is usually a noun or pronoun.

1. Noun; There is fruit in the *dish*.
2. Pronoun; The question passed from *him* to *me*.

List of Prepositions

A (at, on, or in)	beside	on
about	besides	over
above	between	past
across	but	round
after	by	save
against	down	since
along	ere	till, until
amid	for	to
among, amongst	from	toward
around	in	under
as to	into	up
at	of	upon
before	behind	below
without	off	with

Exercises

I. Supply a suitable preposition: Live —— peace. Act —— malice. Remain —— home. Raise your hearts —— God. He will die —— hunger. Write —— English. Send her —— school. Punish him —— stealing.

II. Where the dash occurs, insert a suitable preposition: John differs —— him in appearance. We sat —— a mossy bank, —— an aged pine, —— whose branches the south wind made pleasant music, while —— us, —— a little distance, the waters —— a tiny brook sang merrily as they danced swiftly —— the slope, only —— be lost —— the flood —— the mighty river.

III. Name the objects of the prepositions. In what case is each object?

IV. Classify as adjective or adverbial the phrases formed in Exercise I.

57 — USE OF PREPOSITIONS

In the following sentences notice the use of the prepositions:

Among—between

I divided the marbles *between* John and Fred.

The mother divided the apples *among* the children.

In—into

You will find the book *in* the desk.

Put the book *into* the desk.

From—to

This hat is different *from* yours.

This hat belongs *to* you.

Beside—besides

Mary sat *beside* John.

Besides Mary and John there were ten other children present.

Exercise

Fill in the correct preposition:

1. There are many books —— the library.
2. A fight took place —— two boys.
3. The lady went —— the store.
4. —— John there were four other boys present.
5. This book is different —— mine.
6. Stand —— the desk.
7. Divide the fruit —— the children.

58 — THE WRONG PREPOSITION

Read the correct form of the following prepositions and note the form to be corrected:

1. John lives *with* his father. (Not, *by* his father.)
2. Henry took the ball *from* me. (Not, *off* me.)
3. We stopped *at* the drug store. (Not, *by* the drug store.)
4. The prisoner jumped *off* the train. (Not, *off of* the train.)
5. Patrick's purse was stolen *from* him. (Not, stolen *off* him.)
6. Mary remained *at* her aunt's for a week. (Not, *by* her aunt's.)
7. The officer took the gun *from* him. (Not, *off of* him.)
8. I was *at* the circus last week. (Not, *by* the circus.)

59 — CONJUNCTIONS

The boys of our class play ball.

The boys of our class play tennis.

We may join these two sentences to read:

The boys of our class play ball and tennis.

The word *and* used to join the words *ball* and *tennis* is called a conjunction.

But and *or* are also conjunctions.

A Conjunction is a word used to connect sentences or the parts of a sentence; as,

Mary *or* her brother went to the store.

The pupils in the seventh grade *and* in the fifth grade went on a bus ride.

I would like to go, *but* I do not feel well.

Exercise

Where the dash occurs, insert a suitable conjunction:

1. Keep company with good boys ——— you will be happy.
2. He is rich ——— he is not happy.
3. My brother went to town ——— I remained at home.
4. Either you ——— I am greatly deceived.
5. I would play ——— I must go out.

REVIEW

1. Write sentences containing the following adjectives:
bright, sweet, wise, dull.
2. Supply an adverb that will complete the sense:
He ran ——— .
John spoke ——— .
The man laughed ——— .

3. Punctuate properly the following sentences:

John where are you going

Yes I was there

God said Let there be light

4. Change the adjective word in the following sentence to an adjective phrase:

A flower garden is a beautiful sight.

The corner lot is for sale.

5. Change the adverbial phrases to adverbs:

He walked in a hurried manner.

John spoke in a harsh tone.

60 — ANALYSIS OF SENTENCES

1. Analysis is the separation of a sentence into its parts.

Principal Parts of Sentences

2. Every sentence contains two essential parts, the *subject* and the *predicate*.

3. A *simple* sentence is one that contains but one subject and one predicate; as, Life is short. Time and tide wait for no man.

4. The *subject* of a sentence is that of which something is said; as, *God* is love. The *fire* burns.

5. When the subject is not modified, it is called a *grammatical subject*.

6. The subject with all its modifying words is called the *logical subject*; as,

Now is *the winter of our discontent*

Made glorious summer.—Shakespeare.

Here winter is the grammatical subject; the winter of our discontent is the logical subject.

7. The grammatical subject of a sentence may be:

- (1) A noun; as, *Brevity* is the soul of wit.
- (2) A pronoun; as, *I* am far from home.
- (3) A verb in the infinitive mood; as, *To die* is the fate of every man.
- (4) A phrase; as, *To forgive one's enemies* is a Christian duty.
- (5) A clause; as, *Whatever is worth doing at all* is worth doing well.

8. In imperative sentences the subject thou or you is usually understood; as, Honor thy father and thy mother; that is, Honor thou.

9. Thou is still employed in poetry and in solemn discourse; as, Lead Thou me on.—Newman.

10. The *predicate* of a sentence is that which is said of the subject; as, Henry *reads*. The day *is bright*.

11. The grammatical predicate is simply the verb.

12. The logical predicate includes the verb, with the object or attribute, and all their adjuncts.

13. Two or more subjects connected by a conjunction, and having the same predicate, form a compound subject; as, *Mary* and *Margaret* knit the stockings.

14. Two or more predicates connected by a conjunction, and having the same subject, form a compound predicate; as, The seasons *come* and *go*.

15. Besides a subject and a predicate, a sentence may contain an object or an attribute.

16. The object of a sentence is the person, or thing, that receives the action of the verb; as, A rolling stone gathers no *moss*.

Exercises for Analysis. 1 — Simple Sentences**Example 1.** Boys play.

This is a simple declarative sentence. It is simple, because it contains but one subject and one predicate; declarative, because it expresses affirmation. *Boys* is the subject, because it denotes that which is spoken of. *Play* is the predicate, because it denotes what is said of the subject.

Analyze the following sentences as in the preceding example:

1. Men talk.
2. Students learn.
3. Children cry.
4. Time flies.
5. Birds sing.
6. Horses gallop.
7. Dogs bark.
8. Lions roar.

Example 2. Fire melts gold.

This is a simple declarative sentence.

The subject is *fire*; the predicate verb, *melts*; the object *gold*.

Analyze the following sentences:

1. Integrity inspires confidence.
2. Generosity makes friends.
3. God loves us.
4. Brutus stabbed Cæsar.
5. William defeated Harold.
6. John bought peaches.

Example 3. Feathers are light.

This is a simple declarative sentence.

The subject is *feathers*; the predicate verb is *are*; and the attribute is *light*.

Analyze the following sentences:

1. Lead is heavy.
2. Gold is yellow.
3. Stars are suns.
4. The moon is a planet.
5. Sailors are brave.
6. Steam is a moving power.
7. Knowledge is power.
8. Union is strength.
9. Diamonds are combustible.
10. Ice is crystallized water.
11. Climate affects plants.
12. Heat is a mode of motion.

Example 4. The old wooden clock stopped.

This is a simple declarative sentence.

The subject is *clock*; the predicate verb is *stopped*.

The subject is modified by the adjective adjuncts, *the*, *old*, and *wooden*.

Analyze the following sentences:

1. The young speaker was applauded.
2. The large steamer sank.
3. The weary little child slept.
4. The wooden house fell.
5. An honest man prospers.
6. The dark clouds lower.

Example 5. The full moon sometimes shines brightly.

This is a simple declarative sentence.

The subject is *moon*; the predicate verb is *shines*.

The subject is modified by the adjective adjuncts *the* and *full*; the predicate verb is modified by the adverbial adjuncts *sometimes* and *brightly*.

Analyze the following sentences:

1. The south wind blew softly.
2. Industrious people rise early.
3. The strong north wind changed suddenly.
4. All those various questions can be settled peaceably.
5. The dark, threatening clouds were soon dissolved.
6. Your venerable father will be cordially welcomed.
7. Mental inaction is mental rusting.
8. The moon is a burnt cinder.

61 — PARSING

Let us see what we can tell about the noun *John* in the sentence which follows:

John helps his mother at home.

<i>John</i> is	{	proper noun	name of a <i>particular</i> person.
		third person	it is the name of the person spoken of.
		singular number	it means only one.
		masculine gender	it denotes the male sex.
		nominative case	it is the subject of the verb helps.

The above gives a description of the noun *John*, and we call it PARSING.

And the parsing of the pronoun *his* would be as follows:

<i>His is</i>	{	personal pronoun	takes the place of the noun <i>John</i> .
		singular number	it means but one.
		third person	it denotes the person spoken of.
		masculine gender	it denotes the male sex.
		possessive case	it possesses the noun <i>mother</i> .

We parse the noun *mother* as follows:

<i>Mother</i>	{	common noun	name of a class or group.
		third person	it denotes the person spoken of.
		singular number	it means only one.
		feminine gender	it denotes the female sex.
		objective case	it is the object of the verb <i>helps</i> .

Definition:

Parsing is giving a description of a part of speech, i. e., telling what may be said of its use according to the rules of grammar.

62 — EXERCISE IN PARSING

Use the last lesson as a model and parse all the nouns and the pronouns in the following:

1. Mary studies her lessons.
2. The boy lost his sled.
3. The girl says her prayers well.
4. Good children obey their parents.
5. The book lost its cover.

Note:

Children may be called either *masculine* or *feminine* gender.

In parsing the word *good* simply say what part of speech it is and what word it modifies.

The same is true of the word *well*.

What parts of speech are the words *good* and *well*, respectively, in the above sentences?

63 — CLASSES OF ADJECTIVES

A.	B.
James is a	Each
{ studious	{ This
{ little	{ That
{ bright	{ One
{ happy	{
} boy.	} boy went home.

In column A the words express some quality of the noun *boy*. These words are called *descriptive* adjectives.

The words used in column B limit the meaning of the noun *boy*. They are called *limiting* adjectives.

1. An adjective is a word used to describe or limit a noun or pronoun; as, John is a *good* boy.
He is *diligent*. *Four* boys won prizes.
2. Adjectives may, therefore, be divided into two general classes; *descriptive* and *limiting*.
3. A **descriptive adjective** is one that expresses some quality of the noun to which it belongs; as, Harry is an *obedient* boy. Gold is a *precious* metal.
4. A **limiting adjective** is one that restricts the meaning of the noun to which it belongs; as, *Ten* men were chosen. *This* is our house.
5. Descriptive adjectives may be subdivided into two groups: *common* and *proper*.

6. Participles used descriptively are often called **participial adjectives**; as, She stood by the *running* stream.
7. Adjectives derived from proper names are called **proper adjectives**; as, Sheridan was an *American* general.
8. Limiting adjectives may also be subdivided into two groups: **numeral and pronominal**.
9. A **numeral adjective** is one that expresses a definite number; as, Rome is built on *seven* hills.
10. A **pronominal adjective** is a limiting word which either accompanies its noun or represents it understood; as, "*Many* are called but *few* are chosen."

NOTE—The articles *the*, *an*, and *a* are classed as limiting adjectives. *The* is definite article; *an*, *a*, indefinite.

Exercise

I. Classify the following adjectives as numeral, proper or common:

fourth	Spanish	true
German	blue	small
beautiful	two	tenth

II. Use each of the above adjectives in a sentence.

64 — COMPOSITION WORK

The selecting of a good-fitting adjective is very important in description, and for this reason it is well to have a supply of them on hand. This is done by writing headings such as the following, consulting one's dictionary—page after page—and writing the adjective under its

proper heading. This arrangement is very helpful, as one has only to run down his list to find the word that best suits his purpose. This exercise will also tend to increase greatly one's vocabulary, or working knowledge of words.

For a Character Sketch *For an Animal* *For an Event*

active	alert	terrible
affected	agile	daily
agreeable	aquatic	festive
ambitious	bushy	fearful
barbarous	cunning	final
bashful	curly	fleeting
boastful	dirty	fortunate
bold	docile	frightful
boyish	faithful	funny
brave	fat	gay
candid	fearless	gleeful
crabbed	feathery	gloomy
cranky	fiendish	glorious
cross	fierce	gorgeous
crude	fiery-eyed	grand
cunning	fleecy	great
clever	fleshy	happy
arrogant	flossy	historical

For a Day *For a Person* *For a Building*

balmy	abnormal	ancient
bleak	adult	antique
bright	athletic	arched
breezy	angelic	artistic
calm	attractive	capacious
chilly	beautiful	creaky
damp	burly	circular

dark	benign	dingy
delightful	dark	dirty
dewy	deformed	dusty
dreary	dignified	elevated
drowsy	dressy	expansive
dry	eldest	firm
dull	fair	flinty
fine	fancy	gabled
fleeting	active	gigantic
foggy	emaciated	high

1. Select three words from each group and use these words with an appropriate noun in a sentence.

65 — THE PRONOMINAL ADJECTIVE

Notice the *italicized* words in the following sets of sentences:

1. *Each* boy in class may have a picture.
2. *Each* may have a holy picture. (meaning *each boy*.)
1. Were *all* the girls in time for class?
2. Yes, *all* were in their seats on time. (meaning *all the girls*.)
1. Have all *these* children their beads?
2. All except *these* on the last row. (meaning *these children*.)

In sentences No. 1, the *italicized* words modify nouns, and they are, therefore, *adjectives*. (Why?)

In sentences No. 2, the *italicized* words stand in place of the nouns, *boy*, *girls*, *children*, and they are, therefore, used like pronouns.

The above words, *each*, *all*, and *these*, are both *adjectival*

and *pronominal*; they are, therefore, called *Pronominal Adjectives*.

Definition:

A *pronominal adjective* is an adjective that may either modify the noun, or stand in place of the noun.

Write that definition in your EXERCISE and *study* it.

Exercise on the Pronominal Adjective

Name the pronominal adjectives in the following:

1. This girl is very gentle and modest.
2. This is the girl who is gentle and modest.
3. These boys are very studious and well-behaved.
4. These are all very industrious boys.
5. That sailor is a very good Catholic.
6. That is the sailor who goes to church often.
7. Many men know their duty.
8. It is said that few fully accomplish much.

The following words may be used as pronominal adjectives:

each, some, both, either, neither,
all, many, any, none.

Give oral sentences, using the above with the noun.

This and *that*, *these* and *those* are also used as demonstrative pronouns: as, This is mine.

66 — IRREGULAR COMPARISON

Adjectives of one syllable are compared regularly by adding ER to the positive degree to form the comparative, and EST to the positive to form the superlative degree. Adjectives of more than one syllable are compared by

using the word *more* to form the comparative and word *most* to form the superlative.

<i>Positive</i>	tall	pious
<i>Comparative</i>	taller	more pious
<i>Superlative</i>	tallest	most pious

The following adjectives do not follow the foregoing rules:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
bad, ill, evil	worse	worst
good, well	better	best
many, much	more	most
far	farther, further	farthest, furthest
late	later, latter	latest, last
near	nearer	nearest, next
*in	inner	innermost, inmost
old	older, elder	oldest, eldest
*out	outer, utter	outmost, outermost
*up	upper	uppermost, upmost

Remarks:

The words in the foregoing list marked * are rarely used as adjectives.

The word *elder* is usually applied to persons; as, John is the elder brother of the family.

Later usually refers to time; as, James usually comes in later than his sister. *Latter* is used to point out; as, Henry and Patrick are cousins; I like the latter very well indeed; the former is somewhat haughty.

Further usually means additional; as, He had nothing further to say (No more). I will have no further discussion on the question. It is very much *farther* to the Sun than to the moon.

Exercise in Comparison

Choose between the two forms of comparison in the following sentences, giving the reasons for your choice:

1. Henry is more rich (richer) than holy.
2. I enjoyed the latter (later) part of the play very much.
3. I bought a later (latter) volume of Kilmer's poems.
4. Mary is worse (illier) today than she was yesterday. (sick.)
5. Patrick is my first (foremost) choice for captain of the team.
6. Sarah is my elder (older) sister; John, my elder (older) brother.
7. Which is farther (further) from here, London or Paris?
8. We will have no further (farther) discussion just now.
9. My dog, Fido, is older (elder) than your dog, Shocko.
10. I have no intention of making you a further (farther) loan.

67 — ADJECTIVES NOT COMPARED

There are adjectives whose meaning is complete in the positive form. They cannot be compared (changed); as,

this	equal	ten	correct
every	infinite	annual	eternal
dead	unanimous	square	wrong

Some adjectives express the quality in the highest degree in the positive form; as,

perfect	parallel	complete
universal	round	immortal
supreme	perpendicular	perpetual

At times the foregoing adjectives are not used in their strictly superlative sense, and may undergo a species of comparison by using the words *more nearly*, *most nearly*, before them; as,

He is the most nearly perfect man I ever knew.

This ball is more nearly round than that orange.

This was the supremest moment of my young life.

It was the most nearly complete scheme I ever read about.

Exercise

Choose between the two forms in each of the following sentences and give the reasons for your choice:

1. He was elected by an almost (most nearly) unanimous vote.
2. Your answer is more (more nearly) correct than John's.
3. Smoking is the most (most nearly) universal habit with which I am acquainted.
4. Whose conduct is the more (more nearly) perfect, John's or his sister Mary's.
5. Which of the two oranges is the rounder (more nearly round)?
6. These two lines are more (more nearly) parallel than those.

68 — CORRECT USAGE — COMPARISON

The **comparative degree** is used in comparing two persons or things, the superlative in comparing more than two; as,

John is younger than his sister, Mary.

Mary is the youngest pupil in the class.

Peter is taller than William.

Margaret is the best student I have.

Care must be exercised in a comparison not to compare a person or a thing with itself. Note the mistake in,

New York is richer than any state in the Union.

But, since New York is in the Union, it cannot be richer than itself, and the sentence should read,

New York is richer than any *other* state in the Union.

And the sentence,

Mary is smarter than any girl in the class, is incorrect, because Mary cannot be smarter than herself.

(a) James is taller than any boy in the room.

Patrick is shorter than any pupil in the room.

Sarah is more earnest than any girl in school.

Susan is gentler than any pupil in her class.

The four preceding sentences are all absurd. Can you show in what they are incorrect?

Rule:

When the **comparative degree** is used to compare a person or a thing with others in a group, do not include the person or thing within the group. In such cases always use the word *other* or *others* after the comparative degree of the adjective.

Read the four sentences in (a) in the foregoing correctly and quote the rule for each correction.

69 — THE SUPERLATIVE DEGREE

The sentence, "Susan is the gentlest of all the pupils in the class," is correct. So also are the following correct:

(b) Mary is the youngest child in school.

Peter is the most studious boy in the room.

He is the best penman in the grade.

Rhode Island is the smallest of all the states.

But it is incorrect to say,

- (c) Mary is the youngest of any other child in the class.
 Peter is the most studious of all the other boys.
 He is the best penman of all the other pupils.
 Rhode Island is the smallest of all the other states.

Rule:

When the **superlative degree** is used, the person or the thing compared **MUST** be included within the group that forms the other part of the comparison.

Exercise

Use the correct form of the adjective in the following:

1. He is the (smarter, smartest) of the two boys.
2. This paper is the (thinnest, thinner) of all.
3. John is the (better, best) writer of the pupils.
4. Babe Ruth hit more home runs than any player.
5. He walked farther than any of the boys.
6. She was the nicest waitress of the two.
7. New York is larger than any city in the U. S.

70 — MEMORY WORK

It is important for you to store your memory with many choice extracts from the various authors. The more you do this the more readily will you be able to express your own thoughts in choice language.

Make the following extracts your own by memorizing and by using them as occasion may permit:

- (a) Oh, many a shaft at random sent,
 Finds mark the archer little meant;
 And many a word at random spoken,
 May soothe or wound a heart that's broken.

- (b) We often praise the evening clouds,
 And tints so gay and bold,
 But seldom think upon our God
 Who tinged the clouds with gold.
- (c) When a man has not a *good* reason for doing a thing,
 he has *one good* reason for letting it alone.
- (d) Tears are the softening showers which cause the
 seed of heaven to spring up in the human soul.
- (e) A rose gets its color and fragrance from its root, and
 the man gets his virtue from his childhood.

71 — USING THE DICTIONARY

Accents

You have been using your dictionary for the purpose of getting correct pronunciation and the meaning of words.

The correct pronunciation is determined by certain little marks over a syllable in the word. These little marks are called Accents, and tell you which syllable is to be uttered with more force than the others; as,

ab'sent is to be pronounced differently from *ab sent'*.

con'duct is to be pronounced differently from *con duct'*.

The placing of the accent on the proper syllable is very necessary in order to have the correct meaning of the word.

Copy neatly the following words and write the accent marks in each word:

fi nance	gran a ry	pur chase	i ron (i-urn)
ag o nize	his to ry	brid al	al lies
to ward	bap tize	cur rant	ro mance
al ly	civ i lize	ca tarrh	in san i ty

Refer to your dictionary for the meaning of any word in the above that is not clear to you.

Use any ten of the above words in oral sentences.

Exercise on Accents

Write the following words in their syllables and then place the accent on the proper syllable. Consult your dictionary and ask your teacher to correct your work:

mistake	shovel	recess	hotel	forbid
relieve	chimney	recipe	hundred	follow

Remark:

Pay close attention to the doubling of the final letter in the following words:

de fer'	deferred	deferring
re fer'	referred	referring
pre fer'	preferred	preferring
in fer'	inferred	inferring

The accent is on the second syllable in each of the original words above and the final letter is always doubled when another syllable is added.

And notice the following:

of'fer	offered	offering
prof'fer	proffered	proffering

because the accent is on the first syllable, and the final letter is not doubled in adding another syllable.

Memorize the above REMARK. You will be saved much trouble by doing so.

ACCENT is the special force or stress placed upon a particular *syllable* in a word.

To place special force or stress in pronouncing a *word* in a sentence is called EMPHASIS; as,

I want *you*, not Henry.

Was it *John* or *I* he meant?

Write the definition of ACCENT and of EMPHASIS and memorize each.

72 — CLASSES OF ADVERBS

Read the following sentences, paying particular attention to the words in italics:

1. Mary has gone home *today*.
2. John went *abroad*.
3. It is a *very* cold day.
4. James does his home work *well*.
5. The leader fell; *therefore* Joseph won the race.

The words in italics modify the verb in the sentence, e. g., *today* tells when Mary went home. These italicized words are called adverbs.

1. An adverb is a word used to modify a verb, an adjective, a participle, or another adverb; and generally expresses time, place, degree, or manner.

Classes

2. Adverbs are divided into five principal classes; namely, adverbs of time, place, degree, manner, and cause.

3. Adverbs of time answer the questions When? How long? How soon? How often? as,

ever, never	yesterday, heretofore
when, whenever	hereafter, henceforth
again, often	first, secondly
now, today	then, after

4. Adverbs of place answer the questions Where? Whither? Whence? as,

here, there	thither, hither
hence, away	secondly, thirdly

5. Adverbs of degree answer the questions How much? How little? as

much	more	merely	only	also
besides	else	still	yet	too

6. Adverbs of manner answer the question How? as,
- | | | | |
|--------------|------------|-----------|--------------|
| well | ill | wisely | foolishly |
| justly | slowly | somehow | anyhow |
| however | howsoever | otherwise | feelingly |
| surprisingly | touchingly | hurriedly | mournfully |
| likewise | sweetly | heavily | respectfully |

7. Adverbs of cause answer the questions Why? Wherefore? as,
- | | | | |
|--------------|-------|--------|--------|
| consequently | hence | thence | whence |
| therefore | | | |

8. Select three adverbs from each class and use each in a sentence.

Modifications

9. Some adverbs are compared after the manner of adjectives; as, soon, sooner, soonest, sincerely, more sincerely, most sincerely.

10. Most adverbs of manner are compared by prefixing the adverbs more and most, less and least; as,
- | |
|------------------------------------|
| wisely, more wisely, most wisely; |
| kindly, less kindly, least kindly. |

11. The following adverbs are irregular in comparison:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
well	better	best
badly or ill	worse	worst
much	more	most
little	less	least
far	farther	farthest

73 — THE LITTLE WORD "ONLY"

- Notice the change in meaning caused by the position of the little word *Only* in the following sentences:

1. Bernard only worked three days. (He *worked*, not *played*.)
2. Bernard worked only three days. (He worked *three*, not *four*.)
3. Only Bernard worked three days. (Bernard, not John.)

Exercise

Make two additional sentences from each of the following by changing the position of the word *only*:

1. You only rowed across the river.
2. Mary eat only the cherries.
3. Only Augustine can drive that horse to the depot.
4. Is it true that we only read history in class?
5. I did that only to please Henry.

74 — CORRECTIVE ENGLISH

Do not use an adjective where an adverb is required:

1. An old man walks slowly. (not, walks slow.)
2. Mary sings very well. (not, sings very good.)
3. She spoke kindly to the poor man. (not kind.)
4. He came in quietly. (not, came in quiet.)
5. I write very well. (not, I write good.)
6. John gave the alms cheerfully. (not, gave cheerful.)
7. The Pastor spoke plainly about the matter. (not, plain.)

75 — ADVERBS Continued

Adverbs Relating to Verbs

1. John walked very *briskly* down the street.
2. Mary works her problems very *intelligently*.
3. Henry obeys his father *immediately*.

4. Good pupils do all their work *well*.
5. The canary sings very *sweetly*.

Point out the adverbs in the above and tell what verbs they relate to (modify).

Adverbs Relating to Other Adverbs

1. Good men are *so* frequently attacked by the malicious.
2. Herod acted *very* sinfully.
3. He was punished *most* severely by Almighty God for his sins.
4. God rewards us *very* liberally for the least good deed.
5. The heedless boy acted *most* rudely in pushing the old lady.

The above are Simple, Declarative Sentences. Point out the subject, the predicate in each; name the adverbs relating (referring) to the Predicate verbs, and name the *adverbs* relating to the adverbs.

Adverbs Relating to Adjectives

1. Our boys and girls are *very* industrious pupils.
2. My little brother John is the *most* obedient child in our family.
3. We had an *exceptionally* interesting lesson in catechism today.
4. You cannot be *too* careful in crossing the street.
5. Napoleon was *nervously* active in all his campaigns.

The above are Simple, Declarative Sentences. Point out the subject and the predicate in each. Name the adverbs that refer to each verb; name each adverb that relates to an adjective in the sentences above.

76 — INTERJECTIONS

1. An interjection is a word that expresses emotion; as, *Lo!* the conquering hero comes.

Make sentences using the following interjections:

Oh!	Ouch!	Pshaw!
Ah!	Hush!	Alas!

2. The interjection stands alone. It has no grammatical relation with any other words; as, Hush! he is speaking.

Hark! the bugle sounds.

Hurrah! we won the prize.

Alas! what will become of me?

REVIEW

1. Analyze the following sentences and parse the words in italics:

John studies his grammar faithfully.

The *children* sang their *hymn* very well.

The *little* girl broke *her* doll.

2. Write a sentence containing a descriptive adjective.

3. Classify the following adjectives:

three, this, bright, happy.

4. Compare the following adjectives:

tall, great, good, much, ill.

5. Divide the following words into syllables:

purchase, history, arithmetic, geography.

6. Select the adverbs from the following sentences:

The old man walks very slowly.

He will be here soon.

Where is he going?

77 — CORRECTIVE ENGLISH

This and That; not These and Those

1. This class of boys is very large. (Not, These class, etc.)
2. That class of girls is small. (Not, Those class.)
1. This kind of talk is wrong. (Not, These kind, etc.)
2. That kind of dog is costly. (Not, Those kind are, etc.)
1. That sort of thing is unpleasant. (Not, Those sort.)
2. This sort of dances is wrong. (Not, These — are.)

These, Those, instead of Them

These boys	NEVER use <i>them</i> before nouns as
Those desks	though it were an adjective, used
These girls	to modify.
These men	THEM is a personal pronoun and
Those women	stands in place of a noun. It can-
Those pencils	not <i>modify</i> .

As, instead of Like

Copy the following neatly in your EXERCISE:

1. Do the work as John does. (Not, like, etc.)
2. Bernard plays the game as I do. (Not, Like I, etc.)
3. He walks as though he were in pain. (Not, Like he, etc.)
4. Henry, please do as you are told. (Not, Like you are, etc.)

Well, instead of Good

1. Mary writes very well. (Not, very good.)
2. A mother sees her child is cared for well. (Not, care — good.)

3. Catherine has done well in her lessons. (Not, done good.)
4. That bread is baked well. (Not, baked good.)
5. Henry acted well in the play. (Not, acted good.)

Omit Together after Join

1. Some children join their hands in prayer. (Not, join together.)
2. We will join in singing the hymns. (Not, join together.)
3. We, the pupils of Grade 6-A, join in wishing our Sister a very pleasant vacation. (Not, join together.)
4. All in heaven will join in singing the praises of God for eternity. (Not, join together, etc.)

Note:

Join means bringing *together*; there is no necessity of using the word *together* because it is already in the meaning of the word *join*.

78 — THE PASSIVE VERB

Take notice that the verbs in group one differ from those in group two. Can you tell that difference?

1. John hit the ball.
Mary made the pie.
Peter ate the apple.
Sarah wrote the letter.
My mother helps me.
2. The ball was hit by John.
The pie was made by Mary.
The apple was eaten by Peter.
The letter was written by Sarah.
I am helped by my mother.

Name each verb in group one.

Name the verb in each sentence in group two.

The verb in each sentence of group one shows that the *subject* is doing something, and that the *object* receives the action.

We say that these verbs are in the *Active Voice*.

The verbs in group two show that the *subject* is receiving the action.

We say that such verbs are in the *Passive Voice*, or simply call them *Passive Verbs*.

Definition:

A *Passive Verb* is a verb that shows its subject as receiving the action.

Write that definition carefully and study it.

79 — TRANSITIVE VERBS

1. Mary *broke* her doll.
2. The doll *was broken* by Mary.

In sentence 1, the verb *Broke* shows that the action was received by the object *Doll*.

In sentence 2, the verb *Was Broken* shows that the action was received by the subject *Doll*.

Verbs that show action received by the object are in the *Active Voice*.

Verbs showing action received by the subject are in the *Passive Voice*.

Verbs that show action received by the object are called **TRANSITIVE VERBS**.

Definition:

A *transitive verb* is a verb expressing action that is received by some person or thing.

Write that definition in your **EXERCISE** and study it.

Name the transitive verbs in the following:

1. My brother drives our auto very carefully.
2. John's father sells automobiles.
3. We have burned eight tons of coal this winter.
4. Our Pastor is loved by all his people.
5. That strange man is being watched by the police.
6. The sick man was helped very much by the Priest.
7. A good child loves his parents dearly.
8. We cannot permit whispering in class.
9. I was taught grammar.

Remark:

The Transitive Verb may be of two kinds:

- (a) Active-Transitive (b) Passive-Transitive

Tell which of the above verbs are ACTIVE-TRANSITIVE, and which are PASSIVE-TRANSITIVE.

Name all the *Personal Pronouns* in the above sentences.

80 — INTRANSITIVE VERBS

Read carefully the following sentences and notice that the verb in each sentence performs an action, but that no person or thing receives the action:

John ran very rapidly.

Mary sews very well.

Margaret sings sweetly.

My father works all day.

She dances gracefully.

The child cries very often.

He talks slowly.

We sailed down the bay.

Name the verb in each sentence above. Give the subject of each sentence.

Is there an object in any sentence above? Does the subject in any of the above sentences receive the action performed by the verb?

Definition:

An Intransitive Verb IS A VERB EXPRESSING ACTION not received by any subject or object.

Exercise on Transitive and Intransitive Verbs

Tell whether the verb is active-transitive, passive-transitive, or intransitive in each of the following sentences. Give your reason in each instance:

1. I saw the Mayor on the avenue yesterday.
2. Patrick ran in the marathon and won.
3. The sun is shining brightly to day.
4. That poor old man was made very happy by the good boys.
5. A great many people came to the inauguration.
6. My brother will go to London next summer.
7. My aunt has just arrived from Dublin.
8. Washington threw a stone across the Potomac.
9. Jesus died on the cross for love of us.
10. We should love Him with our whole heart.

Name each noun or pronoun above in the objective case, telling why it is in that case.

Parse the subject in each sentence above.

Analyze sentence number five.

81 — SECOND EXERCISE ON VERBS

Give oral sentences in which you use the verbs in the following list as Active-transitive verbs:

(a) sew	answer	offer	shake
sang	write	relate	make
build	expect	join	break

Give oral sentences in which you use the following verbs as Passive-transitive verbs:

(b) punished delayed numbered taken
 rewarded promised remembered watched

Give oral sentences in which you use the following verbs as Intransitive verbs:

see walk breathe was burst shines
 sing talk coughed were rest go

Remark:

All Neuter (*linking*) or Copulative Verbs are Intransitive Verbs; as,

is, was, will be.
 are, were, shall be.
 seem, become.

Give oral sentences, using the above verbs.

82 — VOICE

Name the verbs in the following sentences that act upon the object. Which verbs in the following sentences act upon the subject?

1. Henry played ball yesterday.
2. Was permission given to you?
3. I was praised by the teacher.
4. She knits stockings.
5. Have you worked all the problems?
6. I met my father.
7. The bear was shot.
8. The doctor cured my brother.
9. He broke the glass.
10. Peter was hurt by the trolley.

The verbs showing the *object* as receiving the action are in the Active Voice.

Verbs that show the *subject* as receiving the action are in the Passive Voice.

Definition:

Voice is that property of a verb which shows whether the subject or the object receives the action.

Write that definition in your EXERCISE and study it.

Exercise on Voice

1. Give five oral sentences with verbs in the Active Voice.
2. Change each of your sentences to indicate the Passive Voice.
3. Give five oral sentences with verbs in the Passive Voice.
4. Change each of your sentences to indicate the Active Voice.
5. Give the definition of each of the following:
 - (a) Active verb
 - (b) Passive verb
 - (c) Voice

83 — SECOND EXERCISE ON VOICE

Give the VOICE of each verb in the following:

1. They were well paid for their work.
2. He was told by the doctor to go away.
3. Did your father help you in your studies?
4. The present was well received by the teacher.
5. Do you know the answer to the problem?
6. Who wrote the play, "King Lear?"
7. The walk was strewn with flowers.
8. The blacksmith shoes horses.
9. "Poems are made by fools like me."
10. John feeds his pet dog every day.

Name the interrogative sentences in the above.

Which sentence above is a quotation?

Give all the Adverbial phrases in the above sentences.

What noun in the above sentences is composed of two words?

Recast each of the above sentences to show a different *Voice*.

84 — INDIRECT OBJECT

The objects of verbs and of prepositions are in the objective case. Name the objective case in each of the following:

1. Henry brought my hat to me.
2. Mary gave a bouquet to him.
3. He brought a present for her.
4. Henry brought me my hat.
5. Mary gave him a bouquet.
6. He brought her a present.

In sentences 1, 2, 3, the words *me*, *him*, *her*, are in the objective case, because they are the objects of prepositions.

In sentences, 4, 5, 6, *me*, *him*, *her*, are in the objective case being the objects of the prepositions understood. Such are called **INDIRECT OBJECTS**.

Indirect Objects are used without the preposition, which is understood.

Exercises on Direct, Indirect Objects

Direct Object

(a)

1. Bernard sold his bicycle.
2. The teacher gave permission.
3. The pastor paid a visit.
4. My sister teaches French.
5. My brother sells autos.

100 SAME WORD USED AS VERB AND NOUN

Direct and Indirect Objects

(b)

1. Bernard sold John his bicycle.
2. The teacher gave Mary permission.
3. The pastor paid us a visit.
4. My sister teaches me French.
5. My brother sold my father an auto.

Name the direct object and the indirect object in each sentence of group (b).

Name the indirect object in each of the following:

1. The strange boy gave me his name.
2. My good mother made me a birthday cake.
3. Our teacher has shown us pictures of Palestine.
4. My Uncle Peter gave my little sister a box of candy.
5. The little boys said, "Teacher, please tell us a story."

Change all the indirect objects above to prepositional phrases; as,

1. The strange boy gave his name *to me*, etc.

Note:

In the sentence, "They elected him president," the word *president* is termed an *objective complement* because it completes the predicate and belongs to the object *him*.

85 — THE SAME WORD USED AS VERB AND NOUN

There are many words in our language that may be used as different parts of speech. In the following sentences

the same word is used as Verb in one sentence, and as Noun in the other of each set.

1. Always make the *sign* of the cross reverently.
2. Never *sign* your name carelessly.
1. The *bark* of some trees is very useful.
2. The farmer's dogs *bark* at strangers.
1. The *rose* has a nice smell.
2. They *rose* from their seats immediately.
1. My *sleep* is broken by the noise of the city.
2. I always *sleep* well in the country.
1. Our *work* in life is ordained by God.
2. My sisters *work* at Tiffany's.

Point out the noun and the verb in each of the above sentences, giving your reasons in each instance.

Name the *principal parts* of each sentence above.

Exercise

Give oral sentences in which you use the following words, first as a verb, and then as a noun:

name	walk	march	play	hope
blow	race	iron	ring	ride

Remember that a noun is a *name*, and that a word that expresses action, is a verb.

86 — AUXILIARY (HELPING) VERBS

The principal word expressing action in the following sentences is *jump*, but there are several little words called Helpers, or *Auxiliaries*, that change the meaning of the principal verb, *jump*:

1. I *jump* from the springboard.
2. I *may* jump from the springboard.
3. I *can* jump from the springboard.

4. I *will* jump from the springboard.
5. I *must* jump from the springboard.
6. I *could* jump from the springboard.
7. I *might* jump from the springboard.
8. I *do* jump from the springboard.
9. I *did* jump from the springboard.
10. I *have* jumped from the springboard.

The words in italics in the above sentences help to give a different meaning to the principal Verb, *jump*. As you can clearly see, there is a difference between

I may jump
and
I did jump.

These little words are called Auxiliary Verbs, because they help the principal verb to express the action in different ways.

Auxiliary means *helper*; as, an Auxiliary Bishop, an Auxiliary Society.

Exercise

Copy the following list of auxiliary verbs in your EXERCISE:

- | | | | | | |
|---------|-------|-------|--------|------|-----|
| (a) may | will | might | would | must | do |
| can | shall | could | should | have | did |

Give oral sentences in which you use the above auxiliaries with *each* of the words following as principal verbs:

- | | | | | |
|-----------|-------|-------|-------|------|
| (b) laugh | study | run | watch | sing |
| work | pray | drink | laugh | grow |

Use the auxiliaries in (a) in sentences with verbs of your own choice.

87 — SECOND LESSON ON AUXILIARIES

Use the words in the list below as the subjects of sentences in which you use auxiliary verbs from the list in the last lesson:

1. Many interesting events _____ .
2. The officer on the beat _____ .
3. A good little boy _____ .
4. Three modest girls _____ .
5. The birds in the branches _____ .
6. My companion _____ .
7. Mary and I _____ .
8. You and I _____ .
9. The grocer _____ .
10. Our Pastor _____ .

In the sentence, *I study my lesson*, the Verb consists of only *one* word.

In the sentence, *I did study my lesson*, the Verb consists of *two* words.

In the sentence, *I should have studied my lessons better*, the Verb consists of *three* words.

A verb may consist of *One* or *More* words, but the principal part of the verb is that which expresses the *action* (or being) and is but one word; as, in

I should have jumped,

the word *jumped* expresses the action, and the words *should have* help to tell the time of the action.

A Verb with all its Auxiliaries is sometimes called a *Verb Phrase*.

88 — NAMING THE AUXILIARIES

In the following sentences point out (a) the principal verb, (b) the auxiliary in each instance:

1. Catherine does help her mother.
2. John, you may leave the room.

3. I did answer, teacher.
4. He can run a mile in ten minutes.
5. Mary should try harder.
6. He has seen the circus.
7. We had rung the bell.
8. They could make the cake.
9. She does pray well.
10. I will go next week.

Name the principal parts of each sentence above.

Give the definition of *each* of the principal parts of a sentence.

Words in a sentence that are NOT principal parts are called *Modifiers*.

Name the *modifiers* in each of the above sentences.

Point out all the personal pronouns in the above set of sentences.

Name the sentences above in which the verb indicates present time. (TENSE.)

89 — CORRECT USAGE

Verbs

1	2	3
<i>Present Time</i>	<i>Past Time</i>	<i>Past Participle</i>
drink	drank	drunk
draw	drew	drawn
do	did	done
come	came	come
choose	chose	chosen
catch	caught	caught
buy	bought	bought
bring	brought	brought
beat	beat	beaten

burst	burst	burst
begin	began	begun
blow	blew	blown
break	broke	broken
hurt	hurt	hurt

- List (1) I drink milk for breakfast.
 I do my work faithfully.
 We choose you as leader.
 We draw pictures in class.
 They come to school on time.
 The boys catch many fish.

- List (2) We drank milk for breakfast.
 I did my work faithfully.
 We chose you as leader.
 We drew pictures in class.
 They came to school on time.
 The boys caught many fish.

The verbs in column 3 are used with little helping verbs (auxiliary) such as, *is, was, were, are, am, have, has, had,* etc. ~

- List (3) I have drunk the milk.
 I have done my work faithfully.
 We have chosen you as leader.
 We have drawn the pictures.
 They have come to school on time.
 The boys have caught many fish.

Remarks:

Never use an auxiliary with the verbs in column 2. (Past Time.)

There are no such words as *bursted, busted, hurted, bruk.*

90 — DRILL ON BRING, BURST, BUY, CATCH, CHOOSE

After having carefully studied the forms in columns 2 and 3 in the last lesson, write the correct word in the blanks below:

1. Have you —— to wear your light dress? (choose)
2. Only the very best children were —— to go to the play. (choose)
3. The fireman —— the little child. (catch)
4. We have —— the best boy for our side. (choose)
5. Mary —— her mother a birthday present. (buy)
6. Where have you —— your new sled? (buy)
7. The paper bag made a loud noise when it —— .
(burst)
8. We —— our little friends with us to church.
(bring)
9. The pipe was —— by too much pressure. (burst)
10. The police —— the thief. (catch)

Now give oral sentences using the verbs *drink, draw, do, come, blow, hurt*, in the present tense, in the past tense, and with some of the auxiliaries; as, *is, was, are, were, have been, had been*.

REVIEW

1. The words *are, were, is, was*, belong in the blank spaces below. Put them in the correct place:
 1. John and his brother, Peter, —— waiting at the depot for you.
 2. Every man —— likely to commit some fault or error.
 3. You —— always a good student, Henry.
 4. Tell me, Peter, —— you and Frank good friends?
 5. Mary and her brother, Joseph, —— going to the picnic.

2. Name three pronouns that may be used in place of the name of the persons spoken about.

What two pronouns are used instead of the name of the speaker?

In what number is each of the following pronouns:

me, him, they, her, them, its

3. Give the parts of speech of each italicized word in the following paragraph:

William startled *his old* grandmother and said to her, "I *wish* you to tell *me* a story, will you?" His grandmother loved *him* and he *loved* her, so she began the old story he *knew by* heart. They were a *real* picture to look at as his mother came in and spoke to them *kindly*. Their love for each other pleased the good mother and she sat *near them* and listened to *the story*.

4. Choose the correct word from the parentheses for the blank spaces in the following:

1. Your mother wanted that for you and (he, him).
2. I saw John very (distinct, distinctly).
3. Did Mary and (she, her) take the ribbon?
4. My father always tells his story very (clever, cleverly).
5. He should write more (careful, carefully).

5. Change the phrases in the following and use a possessive instead:

1. We were frightened by the barking of the dogs.
2. I met the son of the farmer in the depot.
3. The language of an Italian is very sweet.
4. I found the club of the policeman on the pavement.

5. The love of God is beyond the power of words to express.
6. Name the principal parts of each of the following sentences:
 1. My parents take good care of my health.
 2. God has blessed us with good parents.
 3. Are we doing our very best work in school?
 4. We have studied the history of Columbus and his discovery of America.
 5. Columbus was a fervent Catholic. Arnold was a traitor.

Tell the difference between the attribute and the object in a sentence.

What three parts of speech may be used as the attribute?

Use a linking neuter verb in three different sentences.

What case usually follows the neuter verb? Illustrate (show).

Review of Correct Usage

1. A noun or pronoun used as the attribute of a sentence is in the nominative case. Fill in the correct word:

It is —— (I-me).

It was —— (her-she).

It was —— (them-they).

It wasn't —— (us-we).

It was —— (him-he).

2. Do not use adjectives for adverbs. Fill in correct word:

He reads —— (well-good).

He ran —— (quick-quickly).

He speaks —— (clear-clearly).

The birds sing —— (sweetly-sweet).

The boy ran —— (swift-swiftly).

Do not use *who* as the object of a verb or of a preposition:

—— are you speaking to? (who-whom)

—— did you see? (whom-who)

With —— did you go? (whom-who)

—— did I tell? (whom-who)

Of —— are you talking? (who-whom)

3. Do not use *ain't* for *isn't* or *aren't*; *don't* for *doesn't*:

He —— sick. (ain't-isn't)

He —— know anything. (doesn't-don't)

John —— in our class. (ain't-isn't)

We —— going. (ain't-aren't)

She —— care. (don't-doesn't)

4. Do not use *between* for *among*:

Divide the cakes —— the four children.

(between-among)

They divided the land —— the three.

(between-among)

The two boys shared the apple —— them.

(between-among)

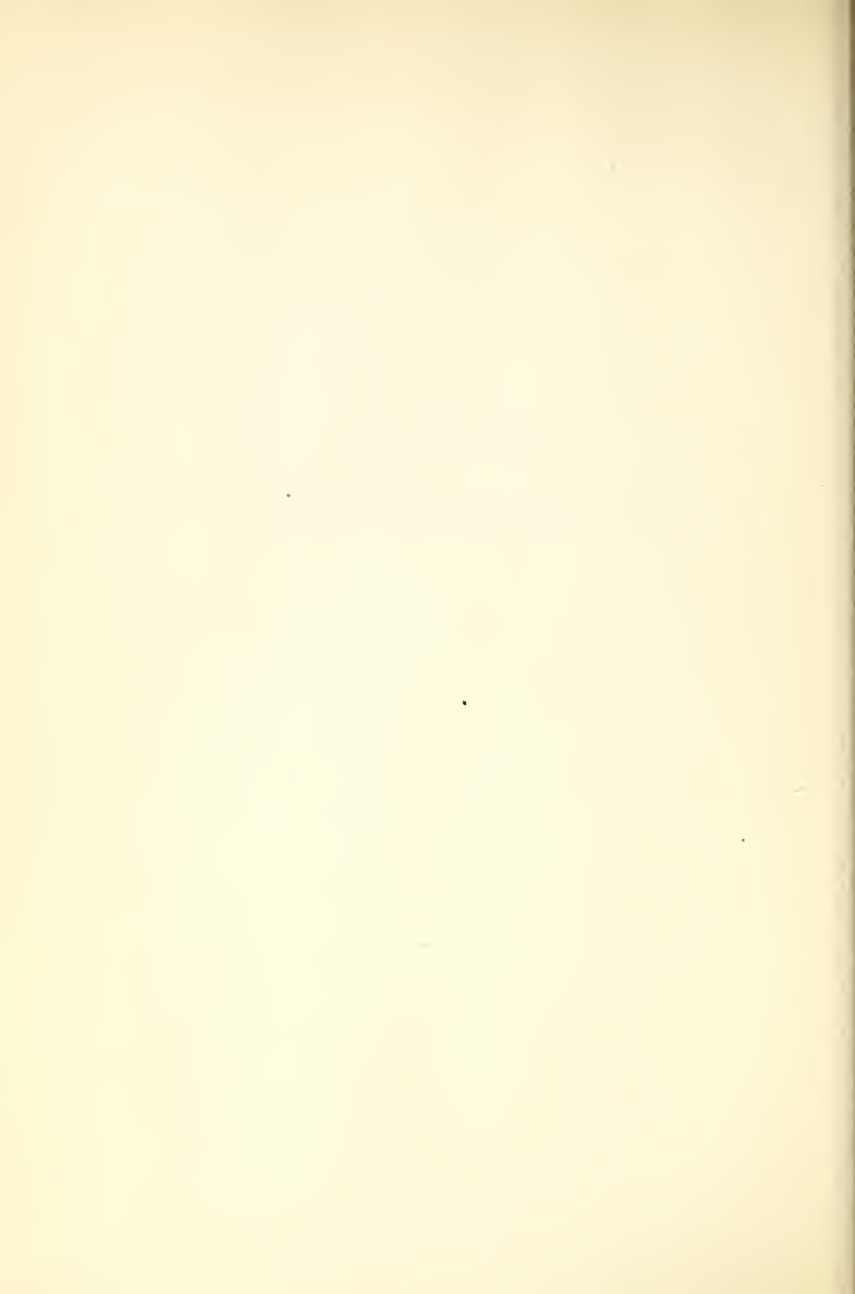
The child Jesus sat —— the doctors.

(between-among)



BOOK THREE

Seventh Year, Second Half



SEVENTH YEAR, SECOND HALF



1 — THE NECESSITY OF AN OUTLINE

What boy or girl has not watched with intense interest the preparations that are made to erect a steel structure. The great truck arrives with its heavy steel girders. Then the crane of the derrick is swung over, and picks up a great girder. It is held suspended until the man with the plan or blue print examines its markings. Then it is swung to the place to which it is supposed to go. This blue print guides the foreman in the erection of the structure. Without this guide he would be completely confused, and simply could not build.

An outline or plan is just as necessary in composition work as the blue print is in steel structure work. For example, if I am to write a composition that has for title, "Our Sandwich Committee," it will be necessary for me to make a plan so that the committee will function orderly. To do this I must think out the preparations and make the assignments for each member. Having done this, I proceed with my plan thus:

Our Sandwich Committee.

- I. Assembling materials:
- II. Assignments:
 - (a) The cutters.
 - (b) The butter man.
 - (c) The constructor.
 - (d) The mustard man.
 - (e) The wrapper.
 - (f) The packer.

III. Results.

(a) Our success.

(Good ending sentence)

With a plan or outline such as the foregoing, composition is not a task, but a real pleasure. And as the boy or girl loves to watch the comparative ease with which the steel structure men set their immense girders and rivet them together, so will he see with pleasure, his structure, the composition, progressing as he rivets together, with good connectives, sentence after sentence. This will be the gratifying result, if he learn to plan a good outline, before writing his theme.

2 — SENTENCES (BEGINNING AND ENDING)

The winning of a short distance race depends, in a great measure, on the start. Those who are to enter, say, a hundred, a seventy-five or a fifty-yard race spend considerable time in practising how to "get set" for a good start such as will enable the runner to get his proper stride and develop speed. Whereas, on the other hand, if he make a poor start, he is at a disadvantage, and usually exerts himself in vain.

The same is true of short theme work in composition. A good start is essential for the proper development of the paragraph. By a good start in composition we mean a good beginning, or topic sentence. In order to decide on this matter it is necessary to know in what a good introductory sentence consists.

The following are the qualities of a good beginning sentence:

1. It must be brief.
2. It must be suggestive.
3. It must be specific or definite.

For example, if I say, "We made great preparation for our picnic," I am confronted with so much, that I don't know what to say next. But if I say, "Our sandwich committee was well organized," I can continue thus: "After collecting all the necessary materials we began our work."

There were two cutters, one for the bread and another for the ham. A third buttered the bread, while a fourth set up the sandwiches and passed them to the mustard man. Then they went to the wrapping department. My work was to pack them neatly into a very large basket.

And I must say that our sandwiches were very good, for they were in great demand all during the picnic. So you see that our committee functioned like a real sandwich-making factory."

The old adage, "Well begun is half done," is still true.

In a race that involves laps, some runners lose at the turns, while others gain. Those who gain, know how to take the turns properly. They lean at a certain angle, so as to keep well to the track, and thus sustain their stride for the straight-away run.

These turns well taken may be compared in composition to the good connective words that keep us to our subject, and enable us to proceed methodically. In the foregoing composition we find that—"after collecting," "there were two," "a third," "while a fourth," "then they went," "my work," "and I must say" and "so you see,"—enable us to keep to our subject without difficulty.

And last, but not least in importance in a race, is that last lap which spells victory or defeat. A good start and turns well made will be all in vain if the runners do not

conserve something for a good finish. A final spurt and a leap for the tape have won many a race. Whereas the spending of one's energy and having nothing for the end, has been the cause of many failures.

So it is with our compositions. We should write in vain, if we were to begin well, make good connections, but end poorly. Hence the necessity of practising good ending sentences. The following are the qualities of a good ending sentence:

1. It must be brief.
2. It must be a review of the whole paragraph.
3. It must relate to the topic sentence.

The ending sentence in the foregoing composition gives one a good mental picture of those boys and girls all at work like factory hands, each doing his or her assignment of work.

3 — CLASS DISCUSSION

On

Good Beginning and Good Ending Sentences

From what has been said, one ought to be prepared to discuss the merits or demerits of the following beginning and ending sentences.

A class discussion may be conducted in this wise. The teacher calls upon the affirmative and negative sides alternately to voice their opinion on the sentence selected for discussion, and decides which side made the better showing. The discussion might end with the class writing a paragraph, starting with the best beginning sentence selected. Other beginning and ending sentences may be proposed. The following sentences are only suggestive:

Affirmative side. The sentences under I are better than those under II.

Negative side. The sentences under I are not so good as those under II.

I

1. The storm that ended our picnic blew down our tent, sent everything flying and drenched us to the skin.
1. Thus was a joyful time brought to an end.
2. After spending two hours' work on a kite, it swooped, circled, did all kinds of pranks and finally nose-dived to the earth.
2. That was the end of our kite.
3. Decoration Day was a fine day for a hike.
3. We were tired when we got home.
4. I have a good dog.
4. This is why I like Rover.

II

1. The storm that broke up our picnic was a terrific one.
1. This was the end of what promised to be our very best picnic.
2. After spending two hours making a kite, it proved a failure.
2. That was the sorry end of a kite that looked like a perfect flier.
3. We had a very eventful hike on Decoration Day.
3. Although we boys and girls were tired when we arrived home, yet all pronounced our hike one that would never be forgotten.
4. Rover is a faithful friend to me.
4. Now you can understand why I regard Rover as one of my most faithful friends.

5. To make a kite one needs flexible wood, good paper and strong, light twine.
5. It is not an easy task to make a good-flying kite.
5. This is the way to make a kite.
5. All this shows that there are many things to think about in making a successful kite.

4 — PRONUNCIATION DRILL

The following words are frequently mispronounced. Look them up in your dictionary, and then use them in sentences.

rinse	theater	'guardian	licorice
athlete	wrestle	Eucharist	parochial
monsignor	athletic	safety	grievous

5 — MEMORY GEM

If you know a prettier little Memory Gem than the following, you may give it to the class; if you do not, then memorize the following:

MY MOTHER

My memory often wanders as shadows softly fall,
 Back to days of childhood, days beyond recall,
 And a vision comes before me, so fond, so pure, so sweet
 Of one whose lips are silent, whose heart has ceased
 to beat.

'Tis a vision so enchanting, filled with peace and rest
 and joy
 When life was simply playtime and I was but a boy;
 Then my heart grows sad and weary as with rapture I
 recall
 My own, my loving mother—the sweetheart of them all.



MILLET

6 — PICTURE STUDY

The Angelus

Why is the Angelus considered the best picture of modern times? Because beyond all others it is considered to express the ideal, breathes the ideal in every feature, and tells us plainly that the ideal is God. Those lowly, simple toilers are made sublime by their action—the action of prayer, the Angelus prayer, which tells of the Incarnation of the Word. It is this prayer which lifts those rustic minds and hearts from their harvest field to the throng around the great white throne, who chant the glory of the Lamb; while all the melting landscape, and the very clouds, seem throbbing with the vibrations of the Angelus

bell, which from yonder village church-steeple is telling of God's sublime act of love to the world; and the evening glow is sweetly dying away amid all Nature's act of thanksgiving, adoration and responsive love.

—Brother Azarias.

1. Why is this picture called "The Angelus?"
2. What do you see in the picture?
3. Why are the peasants standing with bowed heads?
4. Do you imagine you hear any sound as you look at the picture?
5. What mystery does this prayer recall to our mind?
6. At what particular times during the day is this prayer said?
7. What part of the day is represented in the picture?
8. Who painted this picture?
9. Name another picture painted by this famous artist.
10. Recite the Angelus.

7 — THE CLAUSE

Notice the connecting word in the following:

- (a) The boy came home
when
(b) he got the letters.

Taken together both (a) and (b) make one complete sentence, but (b) tells *when* (a) was done, and is therefore adverbial in use.

In (b) we have both a subject and a predicate verb, *he* and *got*—it is therefore a chief division of the entire sentence and is called a CLAUSE. It is not the principal Clause, for it is used as a modifier, and it is secondary (subordinate) to the first (principal Clause) *the boy came home*.

Look carefully into the following sentence:

- (a) John behaved himself well
when
(b) the teacher reproved him.

Both (a) and (b) make one complete sentence, the principal part being (a) *John behaved himself*.

But (b) *the teacher reproved him*, tells when (a) took place and it is, therefore, adverbial in use.

(b) contains a subject and a verb—*teacher* and *reproved*—and it is, therefore, a Clause. (b) cannot be the principal Clause, for it is used as a modifier; it is, therefore, the secondary (subordinate) Clause.

Sentences such as the two above that contain a principal and a subordinate (secondary) Clause are called **COMPLEX** Sentences.

Note:

A **CLAUSE** is *Not* a sentence; it *is* one of the chief or principal divisions of a Complex or a Compound sentence.

Every Clause must have a subject and a predicate; it may have an object or attribute.

The words above, *when* and *while*, that connect the two clauses are called **Conjunctive Adverbs**.

8 — THE ADVERBIAL CLAUSE

Study very carefully the following sentence and the explanation:

- (a) The farmer makes hay
while
(b) the sun shines.

Both (a) and (b) make a complete sentence, the principal part (clause) being (a), *The farmer makes hay*.

(b) Tells *when* the farmer makes hay, and it is, therefore, adverbial; it is a modifier.

(b) Contains a subject and a predicate verb—*sun* and *shines* and it is, therefore, a Clause.

(b) Is an adverbial Clause, relating to the principal Clause (a) and it is the Subordinate (secondary) Clause.

Exercise on Adverbial Clause

Name the Adverbial (subordinate) clause in each of the following sentences:

1. The mother rocks the cradle
when
the baby is in it.
2. John was a studious boy
while
he was in the lower grade.
3. We shall all die
when
our time comes.
4. Mary left school
before
she was graduated.
5. The mice will play
while
the cat is away.
6. You should be in class
before
the bell rings.
7. The mists clear away
when
the sun shines.

8. You must remain in class
till
it is time for dismissal.

You must have noticed that each of the subordinate clauses above has an element of time in it.

The above subordinate clauses are **ADVERBIAL CLAUSES OF TIME.**

9 — ADVERBIAL CLAUSE OF PLACE

Point out the subordinate clauses in the following:

1. Fools rush in
where
angels fear to tread.
2. The water runs smooth
where
it is deep.
3. Good soldiers will follow
where
their captain leads them.
4. The hotel now stands
where
a swamp once was.
5. Happiness cannot exist
where
virtue is not practised.
6. I will always go
wherever
my parents send me.

7. My parents died
 where
 they had lived.
8. There is great happiness
 wherever
 there is great virtue.

The word *where* is used to connect the two clauses of each of the above sentences; it is called a **CONJUNCTIVE ADVERB**.

The subordinate clauses in this lesson are **ADVERBIAL CLAUSES OF PLACE**.

Give three oral Complex Sentences for each of the following *Conjunctive Adverbs*:

when	where	while
till	before	wherever

What is a Complex Sentence? A Conjunctive Adverb? A Clause? Distinguish between the Principal and the Subordinate Clause.

10 — PUNCTUATION

Some Uses of the Comma

(a) Words of direct address are set off from the other words of the sentence by a *comma*; as,

John, show me your Exercise.

Copy the following sentences neatly in your EXERCISE and pay special attention to the use of the *comma*:

1. Father, may I have permission to go with my classmates?
2. You may go, Robert, if you have at least 75% in class work.

3. What caused that noise in the rear desk, Patrick?
4. It was not I who made it, teacher.
5. I was never in a row boat before, mother.
6. Mr. Santa Claus, please bring me a doll for Christmas.

(b) A *comma* is used after each word in a series; as,
I like pie, cake, cookies, candy, and cream.

Copy neatly in your EXERCISE the following sentences and pay special attention to the use of the comma:

1. English, French, Italians, Americans, and Japanese were all engaged in the WORLD WAR.
2. The farmers in the SOUTH raise cotton, rice, tobacco, and oranges.
3. Gold, silver, copper, iron, and tin are all valuable minerals.
4. I like the roses, the lilies, the pansies, and the daisies.
5. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut are called the New England States.

Have you a good idea of what is meant by "words in a series?"

The five sentences above should enable you to grasp the meaning of "words in a series."

Exercise in Using the Comma

Read the following sentences and place the comma in the proper place; then copy the sentences in your EXERCISE, using the comma correctly:

1. You need not fear Mary.
2. John please bring me that book.
3. I will never do that again mother.

4. William will you please do as you are told?
5. Sister may I leave the room please?
6. The Irish the German the Pole the Italian are at work helping to keep "*America safe for Democracy.*"
7. Bread meat potatoes vegetables are all good to eat.
8. Mary Jane Sarah Helen and Anna are good students.

11 — SYNONYMS

SYNONYMS are words that have nearly the same meaning. They are useful because they enable us to avoid using the same word too frequently in our speech.

How often we hear,

It is a fine day.

That's a fine peach.

I saw a fine bird.

He's a fine man.

We met a fine child.

He made a fine speech.

It was a fine game.

She is a fine tennis player.

It would seem that everything in the world is *fine*. Try to use other adjectives for the above, and see how much better your sentences will sound.

The words *nice, great, lovely, beautiful, awful* are often misused.

an awful hard lesson a great boy a lovely day

a beautiful dress a great time a lovely orange

a lovely time a great house a lovely ride

Look in the dictionary for words that have nearly the same meaning as the above, and then use the synonymous words, thus giving variety to your expressions.

If you have a book of synonyms you will have an almost inexhaustible source of good descriptive words that will enable you to be more exact in your speech.

Use some of the following synonyms in oral sentences:

transparent	— clear	pleasant	— happy
behavior	— conduct	entreat	— implore
imitate	— mimic	pleasure	— happiness
courageous	— brave	wasteful	— extravagant
heroic	— fearless	nearly	— almost

12 — ANTONYMS

The following set of words are opposite in meaning; they are called **ANTONYMS**. Find the meaning of any that are not familiar to you and then use some of them in oral sentences:

familiar	— strange	unfortunate	— fortunate
certain	— doubtful	economical	— extravagant
happy	— miserable	ascent	— descent
courteous	— impolite	encourage	— discourage
shabby	— tidy (neat)	harmony	— disturbance

13 — HOMONYMS and other words

Write the following sentences, paying close attention to the words that have the same sounds.

1. I came *here* to *hear* you sing.
2. We go over *there* to the farm of my uncle and aunt. We ride in *their* auto.
3. He rarely comes to school *too* soon; sometimes he is *two* minutes late.
4. The man standing *by* the gate wants to *buy* a ticket.
5. When you are *right* in your answer you may *write* a letter.
6. The *whole* apple made a *hole* in my pocket.
7. John *threw* the ball right *through* the window.

8. Mary is not so *weak* as she was last *week*.
9. *It's* he that took the kitten from *its* mother.
10. *You're* a hero, John; *your* mother must be proud of you.
11. *Whose* voice do I hear? It's my mother's *who's* in the kitchen.
12. John *knew* that his auto was not *new*.

14 — THE DOUBLE NEGATIVE

You may sometimes hear children say,

They didn't say nothing. I did not do nothing.

There won't be no school. He did not go nowhere.

He did not break no pen. She has not no book.

All such sentences are incorrect. Can you point out the errors in each?

The words, *no*, *nothing*, *not*, *never*, *cannot*, *nowhere*, *won't*, etc., are called *Negative Words*.

Do not use two negatives in the same sentence unless they be needed for emphasis, as, I won't work for nothing.

Exercise

Tell which of the following forms are incorrect. Read them in the correct form:

1. She hasn't learned no lessons yet.
2. I can by no means allow such conduct.
3. He never did nothing at home.
4. My mother never did not teach me to do that.
5. My dear mother taught me never to do that.
6. My good mother never taught me such things as that.
7. They can't have nothing from me.
8. I tell you I won't do no such thing.

Note:

Some **CONTRACTIONS** contain the negative; as, *can't* *won't*, *didn't*, *hasn't*.

15 — MEMORY WORK — PATRIOTISM

The following stanzas refer to the Signing of the Declaration of Independence, July 4, 1776.

Memorize and recite to the class:

How they shouted, what rejoicing,
 How that old BELL shook the air,
 Till the clang of FREEDOM ruffled
 The calm, gliding Delaware.
 How the bonfires and the torches
 Illumed the night's repose
 And from the flames, like Phoenix, (feenix)
 Fair LIBERTY arose.

That old BELL now is silent,
 And hushed its iron tongue,
 But the Spirit it awakened
 Still lives—forever young.
 And when we greet the sunlight
 On the Fourth of each July,
 We'll ne'er forget the bell-man,
 Who, 'twixt the earth and sky,
 Rang out our INDEPENDENCE,
 Which, please God, SHALL NEVER DIE.

REVIEW

1. What is a clause?
2. What is an adverbial clause?
3. Write a sentence containing an adverbial clause of time.
4. Construct a sentence in which you use an adverbial clause of place.

5. Punctuate the following sentences:

John likes candy pie cake and ice cream

You may go Mary if you so desire.

Henry close the door

6. Use each of the following synonyms in sentences:

pleasant — happy

courageous — brave

wasteful — extravagant

7. Select the antonyms from the following sentences:

One boy seemed happy, the other appeared miserable. The former's clothes were shabby, while the latter's were neat.

8. Where the dash appears insert the proper word:

I came —— to —— you sing. (hear - here)

John go and —— some bread. (by - buy)

Do you think —— team is as good as ours.
(there - their)

16 — COMPLEX PHRASES

Copy the following phrases and notice that one phrase modifies the other:

1. At the bottom of *the basket*.
2. On the table *in the kitchen*.
3. By the edge of *the river*.
4. To the house of *his friend*.
5. For a pail of *water*.

The second phrase in each of the above sentences modifies the first phrase: such a combination is called a **COMPLEX PHRASE**.

Complex Phrase in Sentences

Name the Complex Phrase in each of the following:

1. They rested at the end of the day.
2. The birds build their nest in the boughs of the tree.
3. Henry drove me to the depot of his village.
4. He lives in the most beautiful village of the state.
5. Many of our soldiers died on the fields of Flanders.
6. He flew over the roofs of the houses.
7. The crucifix hangs on the wall of each room in our house.
8. A diver sometimes goes to the bottom of the sea.

Each Complex Phrase in the above modifies the verb and is an adverbial phrase.

Name each of the second phrases that modifies the first phrase in the above sentences.

In number one, *at the end of the day*, the phrase, *of the day*, modifies the noun *end*, and hence it is an adjective phrase.

The entire phrase, *at the end of the day*, is a Complex Adverbial phrase in which there is an adjective phrase.

The same is true of each of the other phrases; viz., they are *Complex Adverbial Phrases* in each of which there is an *Adjective Phrase*.

17 — SELECTING THE COMPLEX PHRASE

Name each Complex Phrase below:

1. Truth lies at the bottom of the well.
2. The old lady keeps her pennies in a cup on the pantry shelf.
3. They sat together on a bench in the garden.
4. I went to the house on the corner of the street.
5. We walked on the path through the flower garden.
6. The Flag floats from the pole on the roof of the school.
7. The little boy went to the market on the village square.
8. Henry keeps his auto in the garage of his uncle.

Each Complex Phrase above modifies a verb and hence is an Adverbial Phrase.

Name each of the Adjective Phrases in the Complex Phrases above.

Do this Exercise till you can easily point out the Complex Adverbial Phrases, as also the Adjective Phrase contained in each Complex Phrase.

18 — ADDRESSING ENVELOPES

Every envelope that goes through the mail is read by at least two persons besides the writer, before it reaches the person to whom it is addressed. It is read in the post office where you mailed it and by the postman who delivers it.

If the address cannot be understood, the letter is sent

to the Dead Letter Office in Washington, where it is opened, and sent back to the writer if he has put his address on the inside.

Here is an envelope correctly addressed:

M. Jones,
3 Jay St.,
Albany, N. Y.

Mr. John Keyes,
27 Water St.,
Boston, Mass.

The address in the left upper corner is that of the writer, and the letter will be returned to him, if it cannot be delivered to the person addressed. It is safer not to use abbreviations unless they are very legible.

When the person to whom the letter is written lives in the country, it is well to indicate the route taken by the postman; as, "R. F. D. No. 2." These directions should be written on the lower left-hand corner of the envelope.

As an Exercise write the address on the envelopes for letters to your cousin, a friend, your teacher, your uncle, and to a friend living in the country. In rural districts the name of the county should be inserted as, Stanton, Hunterdon County, N. J.

19 — LETTERS OF FRIENDSHIP

Read the following letters carefully and see if you find them similar to ones you would write. Pay attention to

the heading, the salutation, and the complimentary closing:

A. 234 South St., Boston, Mass.,
Nov. 25, 1928.
My dear Margaret,

I feel very happy at the thought of being once again with dear Mother, and all my friends whom I have not seen for over two years.

Yesterday, Mother and I went over to see Aunt Mary at Waltham. Auntie has changed very much since I saw her last, and the doctor tells her she must have a complete rest.

I have seriously thought over the question of my vocation and you may be surprised, ere long, to hear that your old college friend has entered the convent. Pray for me, dear Margaret, that I may do God's holy will in all things.

I would be happy if you could spend a few weeks with me. We could talk over our happy days in school, and our plans for the future.

Most sincerely,
Catherine.

B. West Avon, Livingston County,
New York,
July 5, 1927.
Dear Frank,

Here I am once again on the dear old farm, and having lots of fun, even though I do have to don the overalls and work.

I never knew what an appetite meant till I came back from the hay-field, where I did my share of the work.

After supper, we all sit around or lie down on the lawn, listen to the radio or talk about the day's doings. I have no inclination to go to town and shut myself up in a stuffy movie house.

Come over for the summer and experience the "Joy of living in God's country."

Your old friend,
Harry.

Write one of the following letters, using some of the words suggested:

1. A girl friend is away in the country at the opening of school. Write her and tell her of the new teacher, giving some description of your new class, the number of new pupils, and any other items of importance.

customary former strangers surroundings schedule

2. You have just moved into a new home in the city. Write a letter to your cousin who lives in a different city and tell her about your moving. Say whether you like the new place as well as you did your old home. Give a description of a family that lives next door, and say whether they are agreeable or not.

curiosity moving-van friendly spacious tenement

3. Your grandfather lives in Detroit. He is very fond of you and always sends you presents for Christmas and for your birthday. He has written you to find out what you would like for the coming Christmas. Answer his letter.

kindness unexpected privileges prayers
gratitude anticipate yuletide Bethlehem

20 — SOME SIMPLE TESTERS

You have, in the following list, words very often mispronounced. How do you pronounce them? Say them aloud till your teacher is satisfied with your efforts:

rinse	different	overalls	first	gnaw
height	discovery	reduce	fifth	jaw
twelfth	pillow	fraction	tenth	saw
family	hollow	fourth	eighth	bird
strength	depths	turkey	across	pearl
length	law	journey	thawed	peril

Say

I swept the floor.
 You kept the ring.
 She heard you then.
 I asked you a question.
 Did you see Mary?
 We hope to meet you.
 Let me have the pen.
 I bought a pound of sugar.

Do Not Say

I swep the floor.
 You kep the ring.
 She herja then.
 I astja a queshun.
 Didja see Mary?
 We hopeter meetcher.
 Lemme havdah pen.
 I bought a pounder sugar.

Now Say These

I saw seventy soldiers marching.
 We rode twenty miles yesterday.
 I am thirteen years of age.
 We saw the fellow with the yellow dog.
 I often take the umbrella when I go to
 a theater.
 The film shows the giants wrestling.

Remark:

The habit of speaking correctly is formed in exactly the same way as the habit of speaking incorrectly, viz. (namely): *By Speaking Correctly*, for only correct practise makes perfect speech.

21 — SOME MORE VALUABLE TESTERS*These?**Or**These?*

- | | |
|---|-------------------------------------|
| 1. Mary taught Susan. | Mary learned Susan. |
| 2. I haven't any candy. | I ain't got no candy. |
| 3. The secret is between
you and me. | The secret is between
you and I. |
| 4. I said you were right. | I says you wuz right. |
| 5. It was she that did it. | It was her who did it. |

- | | |
|--|---------------------------------------|
| 6. It must have been early. | It must of been early. |
| 7. I saw him do it. | I seen him do it. |
| 8. She and I are friends. | Me and her are friends. |
| 9. Once there was a boy
who asked me. | Wunst they was a boy
who axked me. |
| 10. John doesn't want to study. | John don't want to study. |

22 — ADVERBIAL MODIFIERS

1. John came *immediately*. (adverb)
2. John came *at once*. (adverbial phrase)
3. John came *when he was called*. (adverbial clause)

In the following sentences substitute clauses for adverbs or adverbial phrases, and vice versa:

1. The milkman came *on time*.
2. He arrived *at twelve o'clock*.
3. The children will be home *soon*.
4. Those books must be *there*.
5. School will be closed *early*.
6. I came *before I was called*.
7. The dog was gone *when I awoke*.
8. We waited *for a long time*.
9. Come to see me *often*.
10. The men are working *below*.

23 — DESCRIPTION OF A PERSON

- I. Person described — topic sentence.
- II. Height, build, age.
- III. Dress — etc.
- IV. Complexion — face, etc.
- V. General remark — good ending sentence.

Composition
"Cuffy" Smith

When we were boys, there lived in our town a strange-looking individual by the name of "Cuffy" Smith. He was tall and slight. He usually wore a tight-fitting light gray suit and a derby hat of the same color. His hat was set on his forehead, the brim thereof hiding his eyes. The hair on the back of his head was well oiled and nicely parted. "Cuffy" wore "white wings" — a high collar that touched his ears. His cuffs reached almost to the tips of his fingers, and this is why he was called "Cuffy." He walked with steady stride. Smith never swung his arms, but kept them stiff and extended out a little to the front. This eccentric person never raised his head or looked from side to side. In fact his movements were so measured and formal, that he looked like a wooden figure that was wound up to walk. Although "Cuffy" was a strange-looking person, we boys had a certain regard for him, for he had the reputation of being a very clever lawyer.

Use the foregoing outline and describe some strange-looking person — man or woman — that you have seen.

24 — RELATIVE PRONOUNS

Carefully notice the words *in italics* in the following:

1. A boy *who* studies will make progress.
2. The teacher likes a boy *who* studies.

1. A girl *who* is modest is admired.
2. We admire a girl *who* is modest.

In the first set the word *who* stands for the word *boy*,

and in the second set of sentences the word *who* stands for the word *girl*.

The word *who* is, therefore, a pronoun.

Why do we call *who* in the above sentences a pronoun?

1. Boys *who* study make progress.
2. Teachers like boys *who* study.
1. We admire girls *who* are modest.
2. Girls *who* are modest are admired.

Here again in the first set the word *who* stands for the word *boys* and in the second set of sentences the word *who* stands for the word *girls*.

The word *who* is, therefore, a pronoun.

Why do we call the word *who* in the above sentences a pronoun?

The word *who* in the above sentences *carries the mind back* to the words, *boy, boys, girl, girls*. It is called a **RELATIVE PRONOUN**, for the word *relative* means *carrying back*."

25 — THE RELATIVE USED AS A CONNECTIVE

1. This is the boy, *and* he studies well.
2. This is the boy *who* studies well.

In No. 1 the two clauses are connected by the conjunction *and*.

In No. 2, there is *no* conjunction, but we find that the word *who* replaces "and he" of the first sentence.

This word *who* is a pronoun since it stands for the word *boy*.

The word *who* also connects the two clauses of No. 2;

the first clause of No. 2, is "*This is the boy;*" the second clause is "*who studies well.*"

1. This is the girl, and she is modest.
2. This is the girl who is modest.

The conjunction *and* connects the two clauses in No. 1. The pronoun *who* connects the two clauses in No. 2.

Such words (which serve both as connectives and as pronouns) are called Relative Pronouns.

Definition:

A **RELATIVE PRONOUN** is a pronoun that relates to a word or words and connects the different clauses of a sentence.

Write that definition and study it.

The word for which the pronoun stands is called its **ANTECEDENT**.

Give five Oral Sentences in each of which you use the Relative Pronoun *who*, naming its antecedent in each sentence.

26—PRONUNCIATION

How are you pronouncing the following:

governor	library	cruelly	government
swallow	probably	jewelry	dutiful
tune	surprised	chimney	yellow
engine	together	burst	arctic
Tuesday	February	produce	factory

Do you pronounce the following correctly:

- | | |
|-------------------|--------------------|
| 1. Let me do it. | Get me my ball. |
| 2. Let you do it. | Give me my cap. |
| 3. Let her do it. | Get on the stand. |
| 4. Let him do it. | Get a shoe-string. |

How do you say:

hurt	believe	memory	curl
catch	evening	arithmetic	girl
since	recognize	geography	just
lion	poetry	yesterday	truth

27 — WORK WITH YOUR DICTIONARY

The dictionary is a very good friend. You should be familiar with it and know how to use it profitably. You find in this friend the meaning, the spelling and the correct pronunciation of every word you will ever use. You will need to refer to the dictionary when you have left school, and you will need to know how to do so quickly.

Repeat seven letters that come in the first part of the dictionary. Five letters that come in the middle. Five in the last part.

Words beginning with m, n, o, p, q, will be found in what part?

Where will you find in the dictionary words beginning with c, d, g?

Open your dictionary as nearly as you can to words beginning with l, k, f, r, w.

It is necessary to consider the second letter of the word in finding it in the dictionary; as, manifold, mentionable, miserable, motor, mutual.

Would you expect to find the word, miserable before the word manifold? Why so? or Why not?

Would you find the word, motor, before or after mutual?

A good working knowledge of the use of the dictionary will make it very easy for you to consult a city directory or the telephone book.

Put in the order in which these names would appear in a telephone directory.

Sharkey	Singleton	Sumner	Sulgrave	Sawyer
Swanton	Swoboda	Sanger	Sullivan	Seely

AND

Mary Jones Patrick Jones Henry Jones Fanny Jones
Sarah Jones Thomas Jones Robert Jones Anna Jones

Use your dictionary for the meaning, the syllabication, and the accent of the following words:

economy	luxury	income	budget	faucet
diamond	radish	craven	laggard	ebbs
ruddy	votive	embattled	sires	radio

Can you use each word in the list in a sentence of your own composition? If you cannot do so, it is evident that you have not learned the use of the words.

28 — THE RELATIVE PRONOUN "WHOM"

Pay attention to the words *italicized* in the following:

1. He is the boy of *whom* you spoke.
2. She is the girl *whom* we met yesterday.

The first clause in No. 1, is "He is the boy."

The second clause is, "of *whom* you spoke."

These two clauses are connected by the relative pronoun "*whom*."

The first clause in No. 2 is, "She is the girl."

The second clause is, "*whom* we met yesterday."

These two clauses are connected by the relative pronoun "*whom*."

1. They are the men *whom* we saw.
2. These girls are the ones *whom* we meant.

The first clause in No. 1 is, "They are the men."

The second clause is, "whom we saw."

These two clauses are connected by the relative pronoun "whom."

The first clause in No. 2 is, "These girls are the ones."

The second clause is, "whom we met."

These two clauses are connected by the relative pronoun "whom."

Give five oral sentences in which you use the relative pronoun "whom," giving the antecedent in each sentence.

29 — THE RELATIVE PRONOUN "WHOSE"

Notice the words italicized in the following:

1. He is the boy *whose* father died recently.
2. We met the girl *whose* mother is sick.

The word *whose* in sentence No. 1 stands for the word *boy*.

In sentence No. 2 the word *whose* stands for the word *girl*.

1. Teachers like boys *whose* ambition is for study.
2. We all admire girls *whose* modesty is genuine.

The word *whose* connects the two clauses in each sentence above.

The word *whose* is, therefore, a Relative Pronoun.

Why do we call the word *whose* a Relative Pronoun?

Give five oral sentences in which you use the Relative Pronoun *whose*, giving the reasons for which you call it a Relative Pronoun.

Name the antecedent of the pronoun *whose* in each of the four sentences in the sets above.

30 — PERSON, NUMBER, GENDER OF RELATIVE PRONOUN

1. The boy who studies will succeed.
relative pronoun

<i>Who</i>	{	third person singular number masculine gender	}	<i>to agree with its antecedent, "boy."</i>
------------	---	---	---	---

nominative case, subject of the verb *studies*.
2. The girl who is modest will be admired.
relative pronoun

<i>Who</i>	{	third person singular number feminine gender	}	<i>to agree with its antecedent, "girl."</i>
------------	---	--	---	--

nominative case, subject of the verb *is*.
3. Teachers like boys who are studious.
relative pronoun

<i>Who</i>	{	third person plural number masculine gender	}	<i>to agree with its antecedent, "boys."</i>
------------	---	---	---	--

nominative case, subject of the verb *are*.
4. We admire girls who are modest.
relative pronoun

<i>Who</i>	{	third person plural number feminine gender	}	<i>to agree with its antecedent, "girls."</i>
------------	---	--	---	---

nominative case, subject of the verb *are*.

31 — PARSING "WHOSE" AND "WHOM"

1. A boy whose conduct is good will be loved.
relative pronoun

<i>Whose</i>	{	third person singular number masculine gender	}	<i>to agree with its antecedent, "boy."</i>
--------------	---	---	---	---

possessive case, possesses the noun *conduct*.

2. Girls *whose* conduct is modest will be admired.

relative pronoun

Whose { third person
plural number
feminine gender } *to agree with its
antecedent, "girls."*

possessive case, possesses the noun *conduct*.

3. The boys of *whom* I spoke are good students.

relative pronoun

Whom { third person
plural number
masculine gender } *to agree with its
antecedent, "boys."*

objective case, object of the preposition *of*.

REVIEW

1. Select the phrases from the following sentences and tell to what class each belongs:

I found the ball at the end of the street.

There is a beautiful picture on the wall in each room.

2. Why is the writer's address placed in the upper left-hand corner of an envelope?

3. Write the complementary closing you would use in a letter to a friend.

4. In the sentence which follows change the adverb to a phrase, and then to a clause:

John arrived early.

5. Write an outline you would use to describe a person.
6. What is a relative pronoun?
7. What is meant by an antecedent? Illustrate your meaning.

8. Arrange the following names in the order in which they should appear in a telephone directory:

James Cusack, John Conway, Mary Cummings,
James Carroll, Mary Carr.

9. Parse the relative pronouns in the sentences below:

A boy who pays attention will learn.

The boy whose hat is on the desk has gone home.

The girls of whom I spoke are good students.

32 — COURTESY

I. Definition of Courtesy.

II. How it is practised:

(a) By overcoming selfishness.

(b) By watching over our thoughts, etc.

(c) By harboring no resentment.

(d) By rising above our likes and dislikes.

III. Results of practising courtesy:

(a) The gaining of friends.

(b) Happiness.

(c) Example for others.

(d) A better world.

Courtesy is the pleasing manner of those who have a tender regard for the feelings of others. It is that charming way which comes from possessing the spirit of Him Who drew all things to Himself. After religion, courtesy is the sweetest thing in life.

To be truly courteous we must have the spirit of self-sacrifice, and cultivate sweetness of temper. It is necessary, also, to fight against all feelings of resentment. To do this, we must rise above our likes and dislikes, and

regard our neighbor as better than ourselves. Then will the practise of courtesy become comparatively easy.

If we be courteous, we shall never want for friends. Our life will be full of sweetness. Those with whom we associate will be led to imitate us, in this respect, and the world will be a better place in which to live.

Make an outline, such as the Exercise above, and write on any one of the following topics:

- | | | |
|---------------|-------------|----------------|
| 1. Kindness | 5. Meekness | 8. Fortitude |
| 2. Politeness | 6. Prudence | 9. Temperance |
| 3. Patience | 7. Justice | 10. Amiability |
| 4. Charity | | |

“Of courtesy it is much less
Than courage of heart or holiness,
Yet in my walks it seems to me
That the grace of God is in courtesy.”

— Hillaire Belloc.

33 — ADJECTIVE MODIFIERS

Is there any difference in meaning between the following two sentences?

1. The *good* boys went home.
2. The boys *who are good* went home.

In sentence number 1 what does the word *good* describe?

What does the clause *who are good* in the second sentence describe?

What kind of modifiers are “good” and “who are good?” Give reasons for answer.

Exercise

In the following sentences change the adjective words

to adjective clauses, and where you find adjective clauses change them to adjective words:

1. A pretty child sat by the roadside.
2. The frozen lake made a good place to skate.
3. The boy who has curly hair was lost in the crowd.
4. He is an industrious boy.
5. The floor was covered with Turkish rugs.
6. The storm which was raging drove them to the nearest shelter.
7. A truthful person is always respected.
8. A used key is always bright.
9. Lines that are parallel never meet.
10. A studious boy advances in school.

34 — DECLENSION OF WHO

Who, whose, whom, have the same form (spelling) in the *singular* as in the *plural*.

They are the same in form whether masculine or feminine, and they get their *person* and number from their *antecedents*.

Their case is determined by their use in the sentence.

<i>Singular</i>	<i>Plural</i>
Nominative —who	Nominative —who
Possessive —whose	Possessive —whose
Objective —whom	Objective —whom

Rule:

A Relative Pronoun agrees with its antecedent in person, number and gender.

Write that Rule in your EXERCISE and study it.

How can we determine the CASE of a relative pronoun?

Remark:

The pronoun *who* stands only for a *person*. It is incorrect, therefore, to say, "The dog *who* barks does not bite."

The antecedent of $\left\{ \begin{array}{l} \text{who} \\ \text{whose} \\ \text{whom} \end{array} \right\}$ is always a person, or persons.

DECLENSION of a pronoun (or a noun) is the regular arrangement of its *numbers* and its *cases* (as in the above).

ONLY nouns and pronouns have **DECLENSION**.

35 — EXERCISES ON THE RELATIVE PRONOUN

Select the relative pronoun in each of the following sentences, naming its antecedent; parse each pronoun orally:

1. You read of Abraham Lincoln, *who* was a poor boy.
2. Lincoln, *whose* boyhood was poor, became President of the U. S.
3. Abraham Lincoln, of *whom* we are proud, was shot.
4. Theodore Roosevelt, *who* was a weak boy, became a great man.
5. Roosevelt, *whose* health was poor, became a strong soldier.
6. President Roosevelt, of *whom* we are speaking, is dead.
7. Men *who* are virtuous will also be happy.
8. Women *whose* lives are virtuous will be blessed.
9. These are persons of *whom* we should be proud.

Remark:

Notice that the antecedents of the pronoun in the following are compound:

1. Boys and girls *who* are obedient will be blessed.
2. Men and women *whose* children are obedient are very happy.
3. The youths and maidens of *whom* we are fond are docile.

36 — CORRECT USAGE OF WHO AND WHOM

Rewrite these sentences, filling each blank with the correct form, *Who*, or *Whom*.

Remember that *Who* is always in the nominative case, and that *Whom* is always in the objective case:

1. The boy —— enjoys a good book will never be alone.
2. Henry is the lad —— should have the prize.
3. We are allowed to invite —— we wish.
4. He —— will not work should go hungry.
5. The person —— has self-control is greater than a king.
6. Give the alms to the person —— comes to the house.
7. They are anxious to know —— the next mayor will be.
8. The question is, "To —— shall we give the reward?"
9. It was given to Henry —— we all greatly admire.
10. I know of no one to —— I can offer this book.
11. Perhaps I may give it to the boy of —— you spoke.
12. He is the boy with —— I went to Benediction last Sunday.
13. I do not know the person to —— you refer.
14. God always blesses the child —— is obedient.

37 — THE RELATIVE PRONOUNS
WHICH AND THAT

Notice the italicized words in the following:

1. He gave me advice *which* was valuable.
2. This is the man *that* I saw on the pier.
3. John lost the knife *that* belonged to me.

In sentence No. 1, *which* stands for the word, *advice*, and it connects the two clauses. The word, *which*, is therefore a Relative Pronoun.

In sentence No. 2, the word, *that* stands for *man*, and it is, therefore a relative pronoun, for it also connects the two clauses.

The same is true for the word, *that*, in sentence No. 3.

Remark:

The relative pronoun, *which*, stands for things, as in the above sentence, No. 1.

The relative pronoun, *that*, stands for persons or things, as in sentences 2 and 3 above.

The relative pronouns, *which* and *that*, agree with their antecedents in person, number, and gender.

The relative pronouns, *which* and *that*, have no declension because they have the same form (spelling) in both numbers and in both cases (they have no possessive case).

38 — PARSING THE RELATIVE PRONOUNS WHICH, THAT

1. He caused trouble *which* is very serious.

relative pronoun

Which { third person
singular number } to agree with its ante-
neuter gender } cedent, *trouble*.

Nominative case, subject of the verb, *is*.

2. The horse *which* my father owns is very valuable.

relative pronoun

Which { third person
singular number } to agree with its ante-
masculine gender } cedent, *horse*.

Objective case, object of the verb, *owns*.

3. I saw the man that won the race.

relative pronoun

That { third person
singular number
masculine gender } to agree with its antecedent, *man*.

Nominative case, subject of the verb, *won*.

4. Pick up the paper that you threw on the floor.

relative pronoun

That { third person
singular number
neuter gender } to agree with its antecedent, *paper*.

Objective case, object of the verb, *threw*.

39 — WHICH AND THAT

Notice that some of the words italicized modify nouns; they are, therefore, adjectives:

1. *Which* man could cast the first stone?
2. We all like *that* boy; he is polite and gentle.
3. *That* dog barks a great deal during the night.
4. I like to hear you say *that* word, New Jersey.
5. *Which* flower do you like better, the rose or the lily?
6. A child *that* says his prayers well is happy.
7. *That* child is happy because he is good.
8. The house *which* my father owns is insured.

Remark:

The words, *that* and *which*, are used as pronouns in the above; name the sentences in which they are so used. Give your reason for calling them pronouns.

Exercise

Tell whether the *italicized* words in the following are pronouns or adjectives, giving your reasons for your answer:

1. He *that* is slow to anger is better than the mighty.
2. To him *that* hath, much shall be given.
3. *That* girl of whom you speak is my cousin.
4. The man *that* will not work shall want.
5. The dog *that* bit my little brother was shot.
6. *Which* city is the larger, New York or London?
7. The present *which* your mother gave me is very nice.
8. He prays best *who* loves best.
9. Printing is one art *that* we need very much.
10. *That* man is very generous to the poor.

Name *all* the personal pronouns in the above sentences.

Name the two passive verbs in the above; and tell why you call them passive.

There are four phrases in the above sentences; name them, and tell whether they are adjective or adverbial, giving your reasons therefor.

40 — MEMORY WORK

You must not neglect to train your memory. In youth your memory is at its best. Fill your mind with good thoughts and the bad thoughts will not so easily find an entrance.

- (a) To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

—Shakespeare.

- (b) Truth crushed to earth shall rise again;
 The eternal years of God are hers;
 But error, wounded, writhes with pain,
 And dies among his worshipers.
 —Bryant.
- (c) Whatever makes men good Christians,
 also makes them good citizens.
 —Daniel Webster.

41 — DICTATION

Read the following sentences carefully. Be prepared to write them in your EXERCISE from dictation. Give special attention to the spelling and the pronunciation of the italicized words.

1. The *Italian* people are gifted in many ways.
2. Many *immigrants* from *Hungary* arrive here every year.
3. Our *emigrants* are not so *numerous* as our immigrants.
4. The farmers raise *tomatoes* and *potatoes* on their farm.
5. The *tourist* used the last *film* to take a *picture* of a little *squirrel* climbing an *elm* tree.
6. *Scientists* tell us that the *mosquito* is one of our worst *enemies*.

Questions:

1. Give the rule for the capital in the word *Italian*.
2. What is the difference between an "*immigrant*" and an "*emigrant*?"
3. What is a "*scientist*?"
4. Give the singular of "*enemies*" in sentence 6.
5. Quote the rule governing the formation of plurals whose singulars end in the letter Y.

42 — A LETTER OF APPLICATION

345 Water St.,
Rochester, N. Y.,
January 25, 1927.

Messrs. Lewis and Powers,
945 Main St.,
Rochester, N. Y.

Gentlemen:

Please consider me an applicant for the position of office boy for which you advertised in last evening's Gazette.

I am fifteen years old and I am a graduate of the Parochial School of my parish. I enclose a letter of recommendation from the Principal. I have some experience, for I worked during the last two vacations for the Sibley, Lindsay, Curr Company.

If you consider my application favorably, I shall call at your office at your convenience.

*Very truly yours,
Bernard Whiting.*

Copy the above letter, paying attention to the capitals, the punctuation, and the general arrangement. Write a letter similar to the one above, using different names and dates.

43 — THE RELATIVE PRONOUN WHAT

Notice that the relative pronoun WHAT is the same as the two words *that* and *which* in each of the following:

1. You may have WHAT $\left\{ \begin{array}{l} \text{that} \\ \text{which} \end{array} \right\}$ you want.
2. A good child does WHAT $\left\{ \begin{array}{l} \text{that} \\ \text{which} \end{array} \right\}$ is right.

3. We should remember WHAT $\left\{ \begin{array}{l} \text{that} \\ \text{which} \end{array} \right\}$ Jesus has done for us.

Sentence No. 1 may be written, "You may have *that which* you want." No. 2 may be written, "A good child does *that which* is right." And we may write No. 3, "We should remember *that which* Jesus has done for us."

So we call the pronoun *what* a double relative equivalent to the words, *that which*.

Exercise on the Relative "What"

Rewrite each of the following sentences, changing the pronoun *What* into its two equivalent words, *that which*:

1. Do we often recall *what* Jesus suffered for us?
2. We should do *what* we know is right.
3. "Render to God *what* belongs to God."
4. We have *what* we need. We know *what* is right.
We do *what* we can.
5. You may have *what* you need.

Note:

The double relative pronoun WHAT is sometimes the equivalent of, *those which*; as, "You may have *what* you need," may be resolved into, "You may have *those things which* you need."

44 — THE RELATIVE CLAUSE

You have learned that a Clause is one of the divisions of a compound or a complex sentence, and that it must contain at least a subject and a predicate.

Point out the two clauses in each of the following:

1. I know the boy who did that trick.
2. I saw the girl who cleaned the board.
3. God loves the child who obeys his parents.

In Sentence No. 1, the dependent clause, *who did that trick*, is used to modify the noun *boy*, and it is, therefore, called a RELATIVE CLAUSE.

Sentence No. 1, is a *complex* sentence, because it contains a *principal* and a *dependent* clause.

In No. 2, the dependent clause, *who cleaned the board*, is used to modify the noun *girl*, and it is, therefore, an adjective clause (why?).

The subject of that dependent clause is a relative pronoun, *who*; the clause is, therefore, a relative clause.

Sentence No. 2, is a complex sentence, because it has a *principal* and a *dependent* clause.

Sentence No. 3, is a complex sentence because it has a *principal* and a *dependent* clause. Name each.

The Relative Clause With "That," "Which," "What"

Point out the relative clause in each of the following; and remember that the relative clause contains the relative pronoun:

1. He is a wise child who knows how to pray.
2. I met the man who was here Friday.
3. The officer shot the dog that bit my little brother.
4. You may have the book that is in my desk.
5. Have you read the story of which I spoke to you?
6. He took the pencil which my mother gave me.
7. James gets what he needs.
8. I know what is in that box.

Remarks:

Sentences 7 and 8 may be written as follows:

7. James gets that which he needs.
8. I know that which is in the box.

The pronoun *which*, in sentence 5, is the object of the preposition *of*.

Its antecedent is the noun, *story*.

The phrase *of which* modifies the verb *spoke*.

Give the person, number, and gender of the pronoun *which*.

Exercise on Clauses

Point out the principal and the dependent clause in each of the following sentences:

1. A person who tries can be a saint.
2. He that does well is blessed.
3. Flowers that get no light do not thrive.
4. Children who live in the country can swim.
5. The book which I loaned you belongs to my sister.
6. We must endure what we cannot cure.
7. I saw pictures which were very beautiful.
8. We heard what our teacher said.

A complex sentence has a principal and a dependent clause. The principal clause can stand alone, but the dependent clause needs the principal in order to make complete sense.

**45 — ANALYSIS OF SENTENCES HAVING
RELATIVE CLAUSES**

Analysis of a sentence consists in dividing it up into its principal parts: subject, predicate verb, object or attribute, and naming the modifiers of these parts. If the

sentence be compound or complex, we name the different clauses.

We tell the kind of sentence; declarative, interrogative, imperative, exclamatory.

1. I like a boy who is obedient to his mother.

Analysis:

This is a complex, declarative sentence.

Complex, because it has principal and a dependent clause.

The principal clause is, *I like a boy.*

The dependent clause is, *who is obedient to his mother.*

The relative pronoun *who* connects the two clauses.

The principal parts in the principal clause are:

<i>Subject</i>	<i>Predicate Verb</i>	<i>Object</i>
I	like	boy

The principal parts of the dependent clause are:

<i>Subject</i>	<i>Predicate Verb</i>	<i>Attribute</i>
who	is	obedient

2. The girl of whom you spoke is a very modest child.

Analysis:

This is a complex, declarative sentence.

Complex, because it has a principal and a dependent clause.

The principal clause is, *The girl is a very modest child.*

The dependent clause is, *of whom you spoke.*

The relative pronoun *whom* connects the two clauses.

The principal parts in the principal clause are:

<i>Subject</i>	<i>Predicate Verb</i>	<i>Attribute</i>
girl	is	child

The principal parts in the dependent clause are:

<i>Subject</i>	<i>Predicate Verb</i>
you	spoke

2. His uncle can afford to wear a frieze coat.
1. The girl fell in a faint right in front of the auto.
2. A good General will make many a feint in his campaign.
1. The fawn is a beautiful young deer.
2. Some dogs will fawn on you for their food.
3. The ancient Romans had a God called the Faun. It was in the woods and among the herds. It had goat's feet and pointed ears.
1. Some pagans burn the dead bodies of their relatives and place their ashes in an urn.
2. We must strive to earn Heaven; that is, we must keep God's Commandments.

Use the above homonyms in original sentences. You will be increasing your vocabulary and will have greater pleasure in your reading, for you will more easily understand what you read, if you learn more about homonyms.

REVIEW

1. Change the adjective clauses to adjective words in the following sentences:

A boy who studies will learn.

The boy who has curly hair was lost.

2. Decline *who*.

3. Where the dash occurs insert the correct word:

Of —— do you speak? (who—whom)

To —— did you give the book? (who—whom)

—— are you going to see? (who—whom)

4. Write a letter in answer to the advertisement given below:

Boy Wanted—Must be a graduate, quick and accurate at figures, good penman. State references. Address R. F. Brown & Co., 238 Broadway, New York, N. Y.

5. Point out the principal and the dependent clause in each sentence:

The key that is used is always bright.

We heard what the man said.

6. Analyze the sentences given in question 5.

7. Use the correct word where the dash occurs:

She fell in a ———. (faint—feint)

How much do you ——— in a week. (urn—earn)

47 — THE CO-ORDINATE CONJUNCTION

1. The sun gives us heat *and* light.

2. Henry goes to Church *and* to school every day.

3. The sun shines in the day, *and* the moon shines in the night.

The conjunction in each of the foregoing sentences is *and*.

In sentence 1, *and* connects the two nouns used as the object.

In sentence 2, *and* connects two phrases used as an adverbial modifier.

In sentence 3, *and* connects two independent clauses.

Conjunctions connecting words, phrases, and clauses that are of equal rank (used in the same way) are called CO-ORDINATE CONJUNCTIONS.

Exercise

Tell what each conjunction connects in the following sentences and show that it is co-ordinate:

1. The judges asked her many questions, and they tormented her.

2. St. Joan was a very simple Maid, but she surprised the judges.

3. She was a soldier, yet she was a saintly girl.
4. St. Joan was willing to tell her story to the king or to the Sovereign Pontiff.
5. She never was anxious to kill, or even to hurt anyone in the battles she fought.
6. Arrayed in armor, but without helmet, the Maid rode at the head of the soldiers.

The principal co-ordinate conjunctions are:

and	or	yet	however
but	nor	hence	also

48 — THE SUBORDINATE CONJUNCTION

The boys may study $\left\{ \begin{array}{l} \text{when} \\ \text{while} \\ \text{if} \\ \text{since} \\ \text{because} \end{array} \right\}$ I teach the girls.

Any of the above conjunctions may connect the two clauses in the foregoing. Since one of the clauses is subordinate the conjunction is called a Subordinate Conjunction.

Definition:

A **SUBORDINATE CONJUNCTION** connects clauses of unequal rank, i. e., a principal and a subordinate clause.

Point out the subordinate conjunctions in each of the following sentences, telling which is the subordinate clause:

1. A person is handicapped until he is educated.
2. The bell rang while I was coming into the school.
3. Your heart is where your treasure is.
4. If we serve God here we shall reign with Him in Heaven.

5. He went there, although his mother forbade him to go.
6. We cannot go to heaven unless we serve God.
7. You should prepare your Exercise before you come to class.

The following are subordinate conjunctions. Use them in oral sentences:

when	where	while	since	unless
though	although	as	that	because
for	before	so that	(in order that)	

Exercise

Use a subordinate conjunction to connect the following pairs of clauses. The sentence thus formed will be complex; name the subordinate clause in each of your sentences:

1. It was nearly nine o'clock ——— we hurried to be on time.
2. I always obey ——— my mother gives me a command.
3. I finished my exercise ——— I came to class.
4. He is often late for school ——— he has no work to do at home.
5. Our side might win ——— every one does his best.
6. We shall not be strong ——— we eat and exercise properly.
7. We do not like such conduct ——— it is contrary to our Faith.
8. The boy was punished ——— he was cruel to the little child.
9. You must strike the flint often ——— the fire comes.
10. You may go home ——— your Exercise is completed.

49 — THE CORRELATIVE CONJUNCTION

Point out the connecting words in each of the following:

1. John is *either* sick, *or* he is lazy.
2. He must *either* work *or* starve.
3. John is *neither* sick *nor* lazy.
4. Mary is clever *not only* in English, *but also* in music.

You notice that the conjunctions in the foregoing are used in pairs.

In sentences 1 and 2, the conjunctions are *either—or*.

In sentence 3, the conjunction is *neither—nor*.

In sentence 4, the connectives are *not—only*, and *but—also*.

Conjunctions used in pairs as in the foregoing are called **CORRELATIVE CONJUNCTIONS**. Some frequently used correlative conjunctions are:

either—or	both—and	but—also
neither—nor	as—well—as	so—that

Exercise

Correlatives, like Co-ordinate conjunctions, connect only words, phrases, and clauses that are of equal rank. The two words in the correlative conjunction are always separated from each other by some words; hence, care must be taken in placing the parts of the correlative in the sentence.

Which of the sentences in the following pairs do you think is the better? Give your reasons therefor:

1. I visited not only Paris, but London also.
I not only visited Paris, but London also.

2. John neither spends his time praying nor studying.
John spends his time neither praying nor studying.
3. I saw not only the man, but I spoke to him.
I not only saw the man, but I spoke to him.
4. John both studies arithmetic and grammar.
John studies both arithmetic and grammar.

50 — A NOTE OF EXCUSE

324 West Broadway,
Yonkers, N. Y.,
October 4, 1928.

Dear Miss Brown,

It will be impossible for Kathleen to be present tomorrow, as she must attend a funeral.

Yours respectfully,
Mrs. R. Lamb.

Write a note of excuse to your teacher explaining your brother's absence.

51—EXERCISE ON PUNCTUATION AND CAPITALS

Paragraph, capitalize, and punctuate:

king frederick of prussia was one day traveling when he came to a village where he was to stay an hour or two so the king visited the school after a time he turned to the teacher and said he would like to ask the children a few questions on a table near by stood a large dish of oranges the king took up one of the oranges and said to what kingdom does this belong children to the vegetable kingdom replied one of the little girls and to what kingdom does this belong said he as he took from his pocket

a piece of gold to the mineral kingdom she answered and to what kingdom then do I belong my child he asked thinking of course she would answer to the animal kingdom the little girl did not know what answer to make she feared that it would not seem right to say to a king that he belonged to the animal kingdom well said the king can you not answer my little lady the kind words and gentle look of the king gave the child courage and looking up into his face she replied to the kingdom of heaven sire the king deeply moved placed his hand upon her head and said god grant that I may be found worthy of that kingdom.

52 — USING THE DICTIONARY

Many words have several different meanings. We can tell only by its use in a sentence the exact meaning of any word.

In consulting the dictionary for the precise meaning of a word we must know the meaning of the various abbreviations used in the dictionary; as, for example,

v., n., conj., plu., pron., adv., inter.

We thus more easily get the right meaning of the word for which we are looking. Take the following words for example:

- import, n. the goods brought in from abroad.
- import, v. the act of bringing goods from abroad.
- ruff, n. a plaited or fluted collar or frill.
- ruff, v. to vex, to make angry, to stand out like a ruff.
- foot, n. the part below the ankle in man.
a measure of twelve inches.
unmounted troops (soldiers).
the base (bottom) of a mountain, a hill or lake.
- foot, v. to walk, to add as a column of figures.

The abbreviation obs. is sometimes found after a word in the dictionary. It means that the word is no longer used. The abbreviation obs. means obsolete, or gone out of use or fashion.

Exercise

In your dictionary find two different meanings for each of the following words, its pronunciation, and use each in a sentence to illustrate its meaning:

present	record	perfect	progress	transfer
conduct	produce	insult	attribute	frequent

With what word is each of the following likely to be confused?

wring	frieze	hoarse	principle
kernel	strait	capital	desert
reed	gilt	berth	wholly

With the aid of the dictionary find the meaning of the following pairs of words and use each word orally in a sentence:

loose	plain	accept	effect
lose	plane	except	affect
here	canvas	pier	their
hear	canvass	peer	there

53 — NOUN CLAUSES

1. I know this *doctor*.
2. I know *that this man is a doctor*.

In sentence 1, the noun *doctor* is used as the object of the verb *know*.

The object of the verb *know* in sentence 2, is, *that this man is a doctor*. It is a clause because it has a subject and a predicate. It is a clause used as a noun — the object of the verb *know*.

A clause used as a noun is called a **NOUN CLAUSE**.

The clause in sentence 2 is the object of the verb, and is called, therefore, the object clause.

1. Galileo taught astronomy.
2. Galileo taught that the earth moves.

In sentence 1, *astronomy* is the object of the verb taught.

In sentence 2, the object of the verb *taught* is, *that the earth moves*.

That the earth moves, is a clause, because it has a subject and a predicate. It is the object clause.

Exercise

Name the object clause in each of the following, and tell why it is the object clause:

1. No man can tell when he will die.
2. I know the Most Blessed Virgin is the Mother of God.
3. The peacock says, "What a fine tail I have!"
4. James Watt proved that steam is very powerful.
5. We know that Jesus loves us very much.
6. The spider said, "Will you step into my parlor?"
7. Lawrence cried, "Don't give up the ship."
8. And Pilate said, "What is truth?"

54 — NOUN CLAUSE USED AS SUBJECT

1. That Jesus loves us *is very consoling*.

The predicate of the foregoing sentence is, *is very consoling*.

We ask the question *what* before the predicate to find the subject.

Asking *what is very consoling*, we get the answer, That Jesus loves us. Therefore, the clause, *That Jesus loves us*,

is the subject of the sentence. It performs the function of a noun, and is therefore, a noun clause.

2. That we all must die *is certain*.

The predicate is, *is certain*. To find the subject we ask the question *what* before the predicate.

By asking *what is certain*, we get the answer, *That we all must die*. Therefore, the clause, *That we all must die*, is the subject clause. It performs the function of a noun, and therefore, is a noun clause.

Exercise

Name the subject clause in each of the following sentences, and tell why it is the subject clause:

1. That the earth is round has been proved.
2. "Where is thy brother Abel?" was heard by guilty Cain.
3. "What have I done?" is often the question of a criminal.
4. "Take up your cross and follow me," is the invitation of our Lord.
5. That alcohol may be beneficial is proved by science.
6. That Jesus is God was proved by His life and miracles.

55 — THE NOUN CLAUSE USED AS ATTRIBUTE

1. My great consolation is *that Jesus loves me*.

The subject of the above is, *My great consolation*, and the predicate verb is the neuter verb *is*.

We ask the question, *what*, after the neuter verb, and we find the attribute.

The answer to the question *what*, in the above is, *that*

Jesus loves me. Therefore, the clause, *that Jesus loves me*, is the attribute of the sentence.

2. Our Lord's invitation is, "*Come to me all you that labor.*"

The subject is, *Our Lord's invitation*. The predicate verb is the neuter verb *is*.

Asking the question, what, after the verb, we get the noun clause, "*Come to me all you that labor.*" This noun clause is, therefore, the attribute of the sentence.

Exercise

Name the attribute clause in each of the following sentences, and give your reason for calling it an attribute clause:

1. The question is, Why did God create us?
2. My firm hope is, that I shall be in heaven forever.
3. The latest report is, that Lindbergh has reached Paris.
4. Our greatest trouble is, that we do not pray well.
5. The best news of all is, that we have passed the examination.
6. The cause of the accident was, that the driver was intoxicated.

Note:

The word *that* introduces the attribute clause, and is called an introductory conjunction because it connects the attribute to the other parts of the sentence.

Questions:

1. Give the principal parts of each attribute clause in the foregoing sentences.
2. Give the *case* of each personal pronoun in the above.
3. How many adjectives can you find in the above?

4. What word does each of the two adverbs modify in the foregoing sentences?

5. In which sentence is there a pronominal adjective in the above?

Remarks:

A sentence containing one principal clause and a noun clause is a complex sentence. The entire sentence is considered as the principal clause.

The noun clause is always a dependent (subordinate) clause, and is used as one of the principal parts of the principal clause, as, subject, object, or attribute.

The noun clause is also called *nounal* or *substantive*.

**56 — ANALYSIS OF SENTENCES CONTAINING
NOUN CLAUSES**

1. That the report is false was proved by the witness.

(a) Kind: complex declarative.

(b) Clauses:

Principal clause, That the report is false was proved by the witness.

Dependent (noun clause), That the report is false.

Connective word:

The introductory conjunction *that* introducing the noun clause.

The principal parts of:

	<i>Subject</i>	<i>Predicate verb</i>	<i>Attribute</i>
<i>Principal Clause</i>	That the report is false	was proved	_____
Modifiers	_____	by the witness	

The principal parts of:

<i>Dependent Clause</i>	<i>report</i>	<i>is</i>	<i>false</i>
Modifiers	<i>the</i>		

Exercise

Analyze as many of these sentences as your teacher may indicate:

1. He knew that his life was in great danger.
2. Our Lord wishes that we love Him with all our heart.
3. The baker asked, "Do the cakes taste sweet?"
4. The boy said, "They are all right."
5. Our motto should be, "All for God and country."
6. We know well that our future depends upon our present.
7. The fact is, that each man is responsible for his own deeds.
8. Nathan Hale said, "I am sorry I have but one life."
9. The Little Flower often said, "My Jesus, I love you dearly."
10. That we all shall be judged is certain.

QUESTIONS on the foregoing sentences:

1. How many personal pronouns can you find in the above?
2. Give the case of any ten personal pronouns.
3. Give the syntax of the noun clause in sentences 2, 5, 7, 9, 10. (Question 3 means, How is each noun clause used in the sentence?)
4. Name four adverbial phrases and the word each modifies.
5. Is sentence 5, simple or complex? Give your reasons therefor.

6. Is the verb in the noun clause of sentence 3, transitive? Why?
7. Justify the use of the singular pronoun, *his*, in sentence 7.
8. What part of speech are *future* and *present* in sentence 6?

57 — CORRECT USAGE

Right Word

Study the meaning of each word in the following groups, using the dictionary where necessary:

1	2	3	4	5
stop	lovely	like	elegant	splendid
stay	pretty	love	delightful	excellent
remain	pleasant	esteem	beautiful	grand

Use the correct word found in the parentheses in each of the following sentences:

1. My little brother (likes, loves) candy.
2. We all had a very (pleasant, lovely) time at the picnic.
3. My aunt is (staying, stopping) at the Kenmore Hotel.
4. The country presents a very (beautiful, elegant) picture.
5. My mother served a (splendid, excellent) dessert.
6. The scenery along the Hudson River is (elegant, delightful).

58 — SILENT READING

Read very carefully the selection below, as often as you deem necessary for a good understanding of its meaning.

True Success

You, the boys and the girls of America, must create a new standard for your own and the coming generation. For the past century the world over, men, especially here in the United States, have bowed to material success as to the greatest god they knew.

We have exalted the man with money as we have exalted no other type of men in American life. He who has dollars, we have said, has success; he who has not dollars, has not success. It is the first duty of a man to be successful, we have said. Therefore, get dollars.

We have been taught (apparently) that success can be written only in *figures*; and so, a few men have gathered in the dollars of the many, and in consequence, we have slums and child labor, and strikes and starvation, and bomb outrages and the rumblings of revolution.

No reform that social theorists can devise can sweep these offspring of our God, Success—for long out of our national life. As long as the gathering of dollars is regarded as the highest form of victorious effort, we shall have inequality, injustice, bitterness, and what is worse, class strife.

We must learn that success consists not in what we have, but rather in what we are; not what we hold in our pockets, but rather in what we have in our head and heart; not in our skill to buy *low* and sell high, but rather to love and to serve God and to love and help our neighbor for God's sake; to faithfully obey the injunction of our dear Lord to "Seek first the kingdom of God, and all else will be added unto us."

After having read the selection as indicated above, answer the following questions:

1. To whom is the foregoing selection addressed?
2. What was the general idea of Success in the century past?
3. What are the boys and girls of this generation asked to do?
4. Whom have the men of the past exalted above all others?
5. Do you know the meaning of the word MAMMON?
6. Mention five results that are called the offspring of the god, SUCCESS.
7. Mention two things that boys and girls must learn in order to set a new standard of success for themselves and for the coming generation.
8. What is our Divine Lord's injunction regarding a means of acquiring genuine success?
9. Who are "social theorists?"
10. What do you understand by the "rumblings of revolution?"

59 — A MEMORY GEM

Mother

SHE is a most wonderful BEING—this MOTHER!
Other folks *may* love you, but only MOTHER can *understand*.

She works for you, she toils for you, she slaves for you.
She overlooks anything bad you may do; she loves you so.
Yes, Mother understands you. And the only bad thing

Mother ever does to you is to *die* and *leave you*.

Write a little love letter to your mother about the ideas contained in the GEM. Mail your letter this evening.

60 — NOTES OF INVITATION

You have had many models of letters, and now we give another kind, viz., the Formal Invitation:

Miss Bessie Scott
requests the pleasure of Miss Jennie Brown's company
at a Birthday Party
on Saturday, November twenty-eighth,
from seven to ten o'clock

145 West End Avenue,
November twentieth.

Formal Reply to the Above

The reply to an Invitation must follow the form used in the Invitation itself. If that be formal, our Reply must also be formal:

Miss Jennie Brown
accepts with pleasure Miss Bessie Scott's kind invitation
to her Birthday Party
on Saturday, November twenty-eighth,
from seven to ten o'clock

2446 Marion Avenue,
November twenty-third.

Notes of Invitation

My dear Jennie,

I am going to have a Birthday party at our house on Saturday evening between seven and ten, and *You* must just come. That's all till we meet.

Lovingly yours,

Bessie.

145 West End Ave.,
November twentieth.

The Reply

Very dear Bessie,

I'm so sorry that I cannot be with you at your Birthday party on the twenty-eighth. I have already made arrangements to go to my aunt in Boston that day. I know you'll have a good time.

Regretfully yours,

Jennie.

2446 Marion Avenue,
November twenty-third.

Exercise:

Using the above models write similar notes of invitation.

REVIEW

1. Construct a sentence containing a co-ordinate conjunction.
2. Use the following conjunctions in sentences:
 hence while if
3. Select the conjunction from the following sentence:
 James is either at home or in school.
4. Write a note to your teacher, requesting permission to absent yourself from school.
5. Select and classify the clauses in the following sentences:
 I know what you mean.
 That he is good is certain.
 My wish is that you go at once.
6. Use correctly in sentences the following words:
 like pleasant excellent
7. Write an informal invitation to a friend to attend your birthday party.

61 — MEANS TO ACQUIRE BETTER SENTENCE-SENSE

To know the function (use) of the various words, phrases, and clauses in a sentence; the exact meaning of each; *the* relation which one has to the other; which is principal clause and which subordinate; all this contributes very much to a clearer understanding of the meaning conveyed by the entire sentence.

This knowledge is acquired, in a great measure, by ANALYZING the sentence. It is for this reason that we shall give the Analysis of various typical sentences.

1. Simple sentences in which the principal parts are compound:

- (a) *John* and *James* go to school and to church.
- (b) Henry and Patrick eat bread and cake.
- (c) Mary eats candy and drinks soda water.
- (d) The *women* and the *girls* wash and mend the socks and the stockings.

Each of the foregoing is a simple, declarative sentence. Subjects of (a) are *John* and *James*.

Predicate verb of (a) is *go*, modified by the compound adverbial phrase.

Subjects of (d) are *women* and *girls*.

Predicate verbs are *wash* and *mend*. Objects are *socks* and *stockings*.

2. Simple sentences in which the principal parts have several modifiers:

- (a) Never did the sun more beautifully steep in his welcome rays mountain top and lowland valley.
- (b) The slowly setting sun cast its last glance on castles fair and on the Hudson, broad and deep.
- (c) On either side, he could look down into a deep mountain glen, wild, lonely, rocky.
- (d) The little Dutch women looked very pretty in the harvest field, wearing their bright-colored garments, and their queer little white caps on their heads.

Each of the foregoing is a simple, declarative sentence.

Subject of (a) is, *sun*. Predicate verb is, *steep*. Object, *top, valley*.

Modifiers of predicate verb are, *never, more beautifully,* and the phrase *in his welcome rays*.

Subject of (d) is, *women*. Predicate verb is, *looked*. Attribute is, *pretty*.

Modifiers of subject are, *little, Dutch*.

Modifiers of predicate verb are, the phrase, *in the harvest field*.

The participial phrase, *wearing garments and caps*, modifies subject.

The phrase, *on their heads*, modifies the participle, *wearing*.

3. Elizabeth, the beautiful Queen of Hungary,
 Sat one day in the quiet of her latticed room,
 Saying her rosary, with Margaret, her best-loved
 Maid keeping gentle guard.

A simple, declarative sentence.

Elizabeth is the subject. *Sat* is the predicate verb.

Queen of Hungary is in apposition with *Elizabeth* (explains).

The complex adverbial phrase, *in the quiet of room*, modifies the verb.

The participial phrase, *saying her rosary*, modifies the subject.

The prepositional phrase, *with Margaret*, modifies the verb.

Maid is in apposition with the noun *Margaret*.

The participial phrase, *keeping guard*, modifies the noun *Margaret*.

4. The spacious firmament on high,
 With all the blue ethereal sky,
 And spangled heavens, a shining frame,
 Their great Creator do proclaim.

A simple, declarative sentence.

A compound subject, *firmament, heavens*. Predicate verb, *do proclaim*.

The object, *Creator*.

Subject, *firmament*, is modified by the adjective phrase, *on high*, and the adjective phrase, *with sky*.

The noun *frame* is in apposition to the subject *heavens*.

5. At last the most beautiful day of all the beautiful days of my young life dawned, the day of my First Holy Communion, a day filled to overflowing with God's choicest graces for me, His own Little Flower.

A simple declarative sentence.

Subject is *day* (line 1). Predicate verb is *dawned*.

Subject is modified by the complex adjective phrase, *of all days of life*.

The word *day* (second line) is in apposition with the subject, *day*, and is modified by the adjective phrase, *Holy Communion*.

The third word *day* is also in apposition with the subject, and is modified by the participle *filled*.

Filled is modified by the adverbial phrase *to overflowing*, and the complex adverbial phrase, *with graces for me*.

Little Flower is a noun in apposition with the pronoun *me*.

6. With the early dawn they were under arms, and, without waiting for the movement of the Spaniards, poured into the city and attacked them without mercy in their own quarters.

A simple declarative sentence.

Subject is *they*. The compound predicate verb is *were, poured and attacked*

With the early dawn is an adverbial phrase modifying the verb *were*.

Under arms is an adverbial phrase modifying *were*.

Without waiting for the movement of the Spaniards, is a complex adverbial phrase modifying the verb, *poured*.

Into the city, is a simple adverbial phrase modifying the verb, *poured*.

Them is the object of the verb, *attacked*.

In their own quarters, is an adverbial phrase modifying the verb, *attacked*.

Without mercy, is an adverbial phrase modifying the verb, *attacked*.

Caution:

Do these exercises on analysis until you are certain that you understand them clearly. Go over the analysis of each of the above typical sentences and you will add greatly to your "SENTENCE-SENSE."

62 — ANALYSIS

Give the analysis of the following sentences:

1. After a day of cloud and wind and rain,
Sometimes the setting sun breaks out again.
2. O'er the high and o'er the lowly
Floats our Banner bright and holy. (*high, lowly*,
are nouns)
3. Knowledge has, in our times, triumphed, and is triumphing, over distance, over diversity of habits, over prejudice, and over that demoniacal monster —*religious bigotry*.
4. After the quarrels with the Indians and the Dutch, came the disputes with the English causing trouble never completely settled.

5. Columbus, a devout Catholic, sailing from Spain on the third day of August, 1492, discovered the new land now called America.
6. Patrick Henry, a brilliant lawyer of Virginia, and James Otis, an eloquent Boston lawyer, employed their extraordinary talents in repelling the oppressive measures of England, the mother-country.
7. Divine Heart of Jesus, I offer Thee through the Immaculate Heart of Mary, all of my prayers, works and sufferings of this day, for all the intentions of Thy Sacred Heart.

Analysis of sentence 7.

A simple, declarative sentence.

Subject, *I*. Predicate verb, *offer*. Compound object, *prayers, works, sufferings*.

Heart, proper noun, nominative case by direct address, modified by adjective *divine* and adjective phrase of *Jesus*.

Through the Immaculate Heart of Mary, complex adverbial phrase modifying the verb, *offer*.

(*To*) *Thee*, an adverbial phrase modifying the verb, *offer*.

For intentions of Sacred Heart, an adverbial phrase modifying the verb *offer*.

63 — ANALYSIS — Continued

1. The great willow tree had caught and retained among its leaves a whole cataract of water.

2. The chills of a long winter had suddenly given way to the mild air of spring, so long expected and so gladly accepted.

3. I now thank you for your kind hospitality, and wish you God's choicest graces and especially, a long and prosperous life.

4. The poor traveler stopped here for a minute after stumbling through the rough passage, and knelt before the statue of our Blessed Mother Mary.

5. The eagle builds his nest on a mountain top inaccessible to the footsteps of the hunter or the reach of his gun.

6. Holy Mary, Mother of God, pray for us sinners now, and at the hour of our death.

Analysis of sentence 6:

A simple, imperative sentence.

Subject, You (understood). Predicate verb, *pray*.

Mary, proper noun in nominative case by direct address.

Mother, proper noun nominative case in apposition noun *Mary*. *Holy* modifies *Mary*, adjective phrase; *of God* modifies *Mother*.

The predicate verb is modified by the adverbial phrases, *for us*, and *at the hour of death*, and the adverb, *now*.

Sinners, objective case in apposition with the pronoun, *us*.

64 — SILENT READING

Nearly all the reading you will ever do will be silent reading; that is, reading to yourself. It is of very great importance that you acquire the habit of understanding what you read. Do not read on just for the sake of reading, but rather for the purpose of obtaining useful information. You may be sure that you will improve your style of speech, because you will imitate what you read.

Read the following selection *very* carefully, and then write the answers to the questions asked about it:

Bees

A honey-bee community is made up of three kinds of

bees; a queen bee, numerous drones (males) and many good workers. These three kinds of bees differ in their general appearance. The *workers* are the females and are smaller than the drones. The queen bee is more slender and somewhat longer than the drones or the workers.

In one honey-bee community there is but one queen bee, a few hundred drones and from ten thousand to thirty thousand workers. The number of drones and workers varies at different times, being smallest in the winter.

Each kind of bee has a particular duty to perform. The queen bee lays all the eggs from which the new bees are born. The drones are the lazy bees and seem to do nothing but act as a sort of "lookers-on" in the bee community. The workers undertake all the work of food-getting, the comb-building, the home-making — all the work done in the hive. In no case does the worker labor just for his own interests.

Read the foregoing selection two or three times; then cover the selection and write the answers to the following questions:

1. How many kinds of individuals are there in every bee community?
2. About how many of each kind are found in such a community?
3. Mention one contribution that each kind of bee makes to the bee community.
4. What kind never works only for itself in the hive?
5. Give a description of the queen bee.
6. What is the general occupation of the drones?
7. Is it a compliment to a boy to be called a "drone?"
8. At what time are the numbers of bees smallest in the hive?
9. What is meant by "comb-building" and "Busy as a bee?"

65 — THE ANALYSIS OF THE COMPLEX SENTENCE

I. A patriotic American is a man who faithfully obeys the command of Jesus, "Render to God the things that belong to God, and to Cæsar the things that belong to Cæsar."

From your knowledge of a complex sentence answer the following in reference to the foregoing sentence:

1. What does the clause, *who faithfully obeys command*, modify?

2. With what word is the clause, *Render to God* ——— to Cæsar ——— in apposition?

3. What is the principal clause in the foregoing sentence?

4. What is the subject of the verb *Render*? The object of *Render*?

5. What does the clause, *that belong to God*, modify?

6. What does the first phrase *to God*, modify? The second phrase *to God*?

7. What verb governs the noun *things*, line 2?

8. What does the clause, *that belong to Cæsar*, modify?

II. A good Catholic is a citizen who faithfully obeys all the laws of God, and who conscientiously keeps all the laws made by legally constituted authority.

Questions on the foregoing:

1. Name the principal and the dependent clauses.

2. What conjunction connects the two dependent clauses?

3. Give the principal parts of the principal clause.

4. What does the participial phrase, *made by authority*, modify?

5. What is modified by the prepositional phrase, *by authority*?

6. What words are modified by *faithfully, conscientiously, legally*?

7. How many clauses in the foregoing sentence?

8. Give the principal parts of each of the dependent clauses.

III. Children who are disobedient to their parents may, when they are old and feeble, be disobeyed by their own children.

Questions:

1. Give the principal clause in the foregoing sentence.

2. What does the dependent clause, *who are disobedient*, modify?

3. What is modified by the adverbial clause, *when they are* ——— ?

4. What does the adverbial phrase, *by* ——— *children*, modify?

5. What two clauses are connected by the conjunctive adverb, *when*?

IV. (a) We know that we shall die at the time which God has appointed.

(b) That each one of us is accountable for his own acts is undeniable.

(c) The great desire of every good mother is that her children may be a credit to her.

Questions:

1. Name the object (noun) clause in sentence (a).

2. What does the adjective clause, *which God has appointed*, modify?

3. Give the subject (noun) clause of sentence (b).

4. Give syntax of *That, accountable, undeniable, each*, sentence (b).

5. Name the principal parts of sentence (c).

6. What is the syntax of the clause, *that her children*
 _____ *to her*?
7. Give the syntax of *that, credit, mother, may be*.
8. What is a noun clause? A complex sentence?
 Syntax?
9. Give three oral sentences to illustrate the three uses
 of a noun clause. Give the syntax of each noun clause
 in your sentences. (For syntax, see lesson 81, page 205).
10. Why is the sentence, *I know Jesus loves me*, com-
 plex?

66—THE ANALYSIS OF COMPOUND SENTENCES

In compound sentences the clauses are equal, of the same rank, and are called co-ordinate clauses. There must be at least two co-ordinate clauses in every compound sentence.

The co-ordinate clauses are usually connected by the conjunctions *and, but, or, nor*.

1. The polar bear lives in the Arctic regions, but it sometimes reaches the temperate zone.

A compound, declarative sentence. There are two principal clauses:

First principal clause, *bear lives* ——— *regions*.

Second principal clause, *it reaches zone*.

The two clauses are connected by the conjunction, *but*. *The* and *polar* modify the subject of first clause.

In Arctic regions is an adverbial phrase modifying the verb *lives*.

Temperate modifies the object of the second clause.

2. A great crowd appeared before the window; a smart rap was heard at the door; the boys all cheered, and the maid announced the arrival of brother John, just home from the World War.

A compound, declarative sentence. There are *four* principal, co-ordinate clauses:

First clause, *crowd appeared* ——— *window*.

Second clause, *rap was heard* ——— *door*.

Third clause, *boys cheered*.

Fourth clause, *maid announced arrival* ——— *World War*.

The conjunction *and* connects these four co-ordinate clauses.

The adverbial phrase, *before the window*, modifies the verb *appeared*.

The adverbial phrase *at the door* modifies the verb *was heard*.

The semicolon takes the place of the conjunction *and* in two instances in the above sentence.

3. Of your *unspoken* word you are master; your *spoken* word is master of you.

A compound declarative sentence. There are two co-ordinate clauses:

First clause, *you are master*. Second clause, *word is master*.

The two co-ordinate clauses are connected by the conjunctions *and* or *but*.

The adjective phrase, *of unspoken word*, modifies the attribute *master* in the first clause.

The adjective phrase *of you* modifies the attribute *master* in the second clause.

Using the foregoing models, give the analysis of the following:

1. Hamilton smote the rock of national resources, and abundant streams of revenue gushed forth.
2. Do not put your trust in money, but put your money in trust.

3. Seek first the kingdom of God, and all other things shall be given you.
4. Some pupils are good; other pupils are better; some are best.
5. The earth was torn up by lightning that flashed near by, and we were blinded by the glare.
6. His health had suffered from confinement; his high spirit had been cruelly wounded; soon after his liberation he died of a broken heart.

67 — COMMON DIFFICULT WORDS

In the following list there are words often used. They are difficult to *spell*. Write them neatly in your exercise and be ready to spell them if the teacher should ask you to do so.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. lynch | 5. weird | 9. wring | 13. rain |
| 2. trough | 6. serge | 10. ring | 14. beau |
| 3. juice | 7. whoop | 11. reign | 15. niche |
| 4. gnaw | 8. wrench | 12. rein | 16. zinc |

If there be any words in the above list whose meanings you do not know, consult your dictionary, and write each word in a sentence.

68 — ORAL COMPOSITION

Read very carefully each of the following patriotic expressions. Choose one of them as a subject of a talk which you will give to the class.

1. I regret that I have only one life to give for my country. (Nathan Hale.)
2. I know not what course others may take, but as for me, give me Liberty or give me Death.

(Patrick Henry.)

3. God who gave us life, gave us liberty at the same time. (Thomas Jefferson.)
4. It is our solemn duty to rally 'round our Flag.
(Chauncey Depew.)
5. We owe no political duty to any foreign power.
(Governor Alfred Smith.)

Suggestion:

Perhaps you hear a great deal of talk about Patriotism. Can you show that true Patriotism does not consist in talk or in flag-waving, but rather in obeying the laws of our Country and in defending it with our lives if need be?

Probably you have heard some facts about the late World War that refer to true Patriotism. If so, you may tell them to the class.

69 — THE RIGHT WORD

Copy the following sentences in your EXERCISE, and pay close attention to the words in italics:

1. I found an *altar* with this inscription: "To the unknown God."
The ship was obliged to *alter* its course to avoid the iceberg.
2. The *canon* of the Mass is unchangeable.
The *cannon* mowed down the soldiers like grass.
St. LaSalle was a *Canon* in the Cathedral of Rheims.
3. The *vain* person is anxious for the praise of others.
The *vane* on the steeple points northward this morning.
The man ruptured his jugular *vein* in the railroad accident.
4. The detectives *tracked* the burglar by means of bloodhounds.

Many a large *tract* of land in the West is not cultivated.

The student in the seminary studies many a *tract* on religion.

5. We went through all the corridors in the *Capitol* at Washington.

Albany is the *capital* of New York; it is on the Hudson River.

6. The *principal* of our school is Sister Sebastian.

A man of *principle* always deals honestly with his neighbor.

7. The Gulf Stream is a warm *current* in the Atlantic Ocean.

The *currant* crop was very abundant this year.

8. Use orally the following words in sentences:

curious	funny	gay	naughty
peculiar	amusing	glad	mischievous
strange	odd	happy	troublesome

70 — WRITTEN COMPOSITION

Write a composition on "How to Avoid Street Accidents," using the following outline:

I. Importance:

(a) Great numbers killed or maimed each year.

(b) Loss to families of the persons killed.

II. Causes:

(a) Careless drivers.

(b) Careless pedestrians (walkers).

III. Cautions:

(a) About the corners at busy crossing places.

(b) About watchfulness before crossing.

- (c) About hitching.
- (d) About traffic regulations.
- (e) About running across the street.

IV. Slogans or Mottoes:

- (a) Stop, Look, Listen.
- (b) SAFETY FIRST.
- (c) "After you, Mr. Auto."

Be careful to use capitals, punctuation marks and paragraphs properly.

Let your penmanship be your BEST.

Make use of your "SENTENCE-SENSE" and be sure of the subject and the predicate of each sentence.

Avoid the too-frequent use of "And" and "But" and "Now" and "So."

What is meant by "Indenting" the paragraph? Have you "indented" each of your paragraphs?

See to it that the sentences of each paragraph all relate to the TOPIC SENTENCE.

71 — SYNONYMS

Consult your dictionary for the meaning of the words in pairs below. They mean nearly the same thing and are called Synonyms:

- | | |
|----------------------|--------------------------|
| 1. prevent, hinder. | 4. divided, separated. |
| 2. direct, guide. | 5. contented, satisfied. |
| 3. costly, valuable. | 6. plenty, abundance. |

Put in the blanks below the proper word from the above list:

1. The wealthy lady gave the children _____ toys.
2. Abundance is more than we need; _____ is all we need.

3. Our Confessor ——— us in Confession.
4. The sign-posts ——— us on our way.
5. The poor are often ——; the miser is never——.
6. We should try to —— an injury to anyone.
7. Nothing ought to —— us from saving our immortal soul.

72 — MEMORY WORK

The following is required by your grade; memorize it and talk about it to your classmates:

Abou Ben Adhem (may his tribe increase)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold.

Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said,
“What writest thou?” The Vision raised its head,
And, with a look made of all sweet accord,
Answered, “The names of those who love the Lord.”

“And is mine one?” said Abou. “Nay, not so,”
Replied the angel. Abou spoke more low,
But cheerily still; and said, “I pray thee then,
Write me as one that loves his fellow men.”

The angel wrote, and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed,
And lo! Ben Adhem’s name led all the rest.

— LEIGH HUNT.

Remarks:

The above stanzas may be condensed into the one beautiful expression of our Divine Lord: "By this shall all men know that you are My Disciples, that you love one another."

Pay attention to the many quotations in the above stanza and use the quotation marks correctly in writing.

73 — BUSINESS LETTERS

Copy the following, paying special attention to the punctuation, the heading, the body, and the closing:

The Catholic News,
60 West 33rd Street,
New York City.

169 Brinkman Street,
Buffalo, New York,
September 8, 1927.

Gentlemen:

Please note the change in my address. The old address was 448 East Main Street, Rochester, N. Y. My present address is at the heading of this letter.

*Very truly yours,
Elizabeth Scott.*

Altman Company,
Fifth Avenue and 34th Street,
New York City.

38 LaSalle Street,
Chicago, Illinois,
October 9, 1927.

Gentlemen:

I am returning to you by parcel post today the dark blue sweater, size 15, which I ordered on September 30th. There is a mistake in the quality of the goods, according to your catalogue.

Kindly credit my account with the amount which I forwarded you when I ordered the sweater.

*Yours truly,
William Hannigan.*

Exercise

Write the following, using the *data* given:

1. You wish to enter the Loyola High School, New York City. Write a letter to the Registrar, asking him for definite information in reference to courses, cost, etc. Ask for the catalogue.
2. Write a similar letter to the Registrar, of Mount Saint Vincent, New York City.
3. Write to the manager of a football team in a nearby city, making arrangements for a game to be played in your city. Be precise as to date of game, exact place to be played, terms.
4. Write a letter to the manager of a Summer Camp, asking for a circular that gives information as to numbers, location, prices, and any other information you desire.

Reminders:

- (a) If you enclose stamps in your letter, mention that fact.
- (b) Never enter into matters of a personal nature in a business letter.
- (c) In subscribing for a magazine or paper, write the date at which you wish the subscription to begin.
- (d) Brevity and clearness are essential in business letters.

74 — BETTER SENTENCES

Very many of the common words in ENGLISH have synonyms; that is, words that mean about the same thing. To repeat the same word frequently in the same sentence is a fault which may be prevented by using synonyms wherever possible. Notice the improvement in the following:

1. My uncle is a rich man; he is very rich; I think he is the richest man in the city.

Better

I think my uncle is the wealthiest man in the city.

2. John is a great walker; he walks a great deal; he is a noted walker.

Better

John West is a noted *pedestrian*.

3. There is no more beautiful sight than a beautiful landscape.

Better

There is no more lovely sight than a beautiful landscape.

4. After walking quite a long distance, I was quite tired and quite hungry.

Better

After walking a great distance, I was very tired and hungry.

5. My little sister Mary has pretty eyes, a very pretty head of hair, and is as pretty as an angel.

Better

My little sister Mary has pretty eyes, lovely black hair, and is as beautiful as an angel.

Exercise

Use the following synonyms in oral sentences:

graceful	handsome	pretty	fair
strong	powerful	sturdy	hardy
beautiful	charming	muscular	athletic

75 — TRANSPosed ORDER OF WORDS

A pleasing effect is sometimes produced by a change in the order of words and phrases in a sentence. Such changes prevent monotony and render the sentence more forceful.

1. Into the valley of Death, rode the six hundred.
The six hundred rode into the valley of Death.
2. No smoke 'rose from the roofs, and no lights gleamed from the windows.
From the roofs 'rose no smoke, and from the windows gleamed no lights.
'Rose no smoke from the roofs, and gleamed no lights from the windows.
3. Even in the smallest things, be exact, be honest, be loyal.
Be exact, be honest, be loyal, even in the smallest things.
4. In a lonely cabin by the sea, lived a saintly hermit.
A saintly hermit lived in a lonely cabin by the sea.
By the sea, in a lonely cabin, a saintly hermit lived.

76 — THE CORRECT PLACE OF MODIFIERS

Read the following sentences carefully. Then place the modifiers where they belong and thus correct the faulty expressions caused by the incorrect position of certain words:

1. There are churches, schools, boats, theaters, and no mosquitoes to amuse the summer boarders.
2. There are two rooms in our garage capable of holding 65 autos one above the other.
3. The Moor seized a bolster full of rage and jealousy and smothered her.
4. The suspicious-looking man was seen behind the garage smoking a pipe.
5. He blew out his brains after bidding his wife good-by with a gun.
6. He can read that brochure I gave him last week in a half hour.

7. He was driving away from the church where he had just been married in an auto.
8. The patient told the doctor that he was *enjoying* very poor health, and that he would be grateful if he would give him some help.
9. The rich old man died and left his estate to his wife.
10. I saw a man digging a well with a Roman nose. Use your dictionary for the meaning of *brochure, pamphlet, rage, jealousy, estate*.

Notice the spelling of seize, siege, conceit, relieve, pier.

MODIFIERS should be placed as near as possible to the words they modify.

77 — WORD SENSE

Much difficulty is caused in acquiring a good "SENTENCE-SENSE" by failure to grasp the particular meaning and the use of the separate words. This is particularly true in regard to words that may be used as different parts of speech. Much help will be found in the following sets of sentences, which you will copy neatly in your EXERCISE, paying special attention to the words in italics:

1. Well. The work was *well* done. (adv.)
 There is a *well* of cold water on our farm. (noun.)
 You are looking very *well* this morning. (adj.)
Well! I am so glad to see you again. (interj.)
 Pure waters *well* forth from the fountain. (verb.)

2. Battle. We must try to win the *battle* of life.
(noun.)
The soldiers stood in *battle* array. (adj.)
The poor *battle* courageously against great odds. (verb.)
3. Good. There is much *good* in every one. (noun.)
It is a pleasure to teach *good* pupils.
(adj.)
Good! You deserve praise for such noble conduct. (interj.)
The *good* have often been persecuted.
(noun.)
4. Second. Please wait just one *second*. (noun.)
You may have a *second* dish of prunes.
(adj.)
I *second* the motion. (verb.)
5. Still. How *still* it is this evening! (adj.)
The *still* air was cold and damp. (adj.)
We have a good fire; *still* the room is cold.
(conj.)
There are men who use the *still* illegally.
(noun.)
6. Fast. My father is a very *fast* walker. (adj.)
My parents always *fast* during Lent.
(verb.)
My father walks so *fast* that I cannot keep up with him. (adv.)
Fast of Lent is near. (noun.)
7. Down. Patrick, come *down* at once. (adv.)
We have a few *down* pillows at home.
(adj.)
Jack and Jill fell *down* the hill. (prep.)
I loved to romp on the *down* in County Meath. (noun.)
Down with tyrants. (verb.)

78 — THE BOY OF RATISBON

For recitation:

You know we French stormed Ratisbon;
A mile or so away,
On a little mound, Napoleon
Stood on our storming day;
With neck out-thrust—you fancy how—
Legs wide, arms locked behind,
As if to balance the prone brow
Oppressive with its mind.

Just as perhaps he mused, "My plans
That soar, to earth may fall,
Let once my army leader, Lannes,
Waver at yonder wall,"
Out 'twixt the battery smoke there flew
A rider, bound on bound,
Full-galloping; nor bridle drew
Until he reached the mound.

Then off there flung, in smiling joy,
And held himself erect
By just his horse's mane, a boy;
You hardly could suspect—
So tight he kept his lips compressed,
Scarce any blood came through—
You looked twice ere you saw his breast
Was almost shot in two.

"Well," cried he, "Emperor, by God's grace
We've got you Ratisbon!
The Marshal's in the market place,
And you'll be there anon

To see your flag-bird flap his vans
 Where I, to heart's desire,
 Perched him!" The chief's eye flashed; his plans
 Soared up again like fire.

The chief's eye flashed; but presently
 Softened itself, as sheathes
 A film the mother eagle's eye
 When her bruised eaglet breathes.
 "You're wounded!" "Nay," the soldier's pride
 Touched to the quick, he said:
 "I'm killed, Sire!" And, his chief beside,
 Smiling, the boy fell dead.

—ROBERT BROWNING.

Ratisbon (rät' is bön), a town in Bavaria, on the river Danube; storming, attacking.

Marshal, the highest officer in the French army.

Battery—two or more pieces of artillery in the field.

Vans, wings; anon, soon.

What is meant by "as sheathes a film the mother eagle's eye when her bruised eaglet breathes?"

Tell what "Touched to the quick" means.

Explain "prone brow." How was it "oppressive with its mind?"

Can you "fancy how?" Describe the resulting picture.

What act is expressed by the word "flung" in the first line of the third stanza?

What emotion is expressed by the word "smiling," in the last line of the poem? Is it justified?

Who was Napoleon? Who is the author of the poem? Tell what you know of each.

Why is the idea of the eagle kept constantly before the reader's mind?

Write this story in prose form as effectively as you can. Imagine you were on the mound beside Napoleon, and saw the whole incident. Let your imagination supply details omitted by the poet.

79 — DICTIONARY USE

Pronunciation

Use your dictionary when necessary for the correct pronunciation and meaning of the following words:

baptismal	genuine	allies	advertisement	pumpkin
finance	cocaine	faucet	mischievous	licorice
epitome	deficit	illustrate	temperature	hospitable

Use each of the foregoing words in oral sentences.

In order to learn the pronunciation of a word you must be able to tell, from the dictionary, where the accent falls, how each of the vowels is sounded, and what letters are not sounded.

The marks over the letters in the word are called *diacritical marks* (distinguishing) and you must learn them so as to be able to give the correct sounds. Ask your teacher to explain the different diacritical marks as found in your dictionary.

80 — MEMORY WORK

The following stanzas from "MY BEADS," by Father Ryan, should be dear to every Catholic boy and girl. Memorize them, and then write them in prose of your own composition in your EXERCISE.

My Beads

1

Sweet, blessed Beads! I would not part
 With one of you for richest gem
 That gleams in kingly diadem;
 You know the history of my heart.

2

For I have told you every grief
 In all the days of twenty years,
 And I have moistened you with tears,
 And in your decades found relief.

3

Ah! time has fled, and friends have failed
 And joys have died; but in my needs
 You were my friends, my blessed BEADS!
 And you consoled me when I wailed.

4

YOU are the only chain I wear —
 A sign that I am but the slave,
 In life, in death, beyond the grave,
 Of Jesus and His Mother fair.

81 — SYNTAX

How to give the Syntax of any word, phrase or clause.
 To give the Syntax of:

1. An adjective, adjective phrase, or adjective clause;
 tell to which noun or pronoun it relates.
2. A noun or pronoun; give only case and reason
 therefor, but not the rule.
3. A finite verb; say it agrees with its subject in per-
 son and number.

4. An adverb, an adverbial phrase or an adverbial clause; tell to which verb, adverb, adjective or participle it relates.
5. A preposition; say what noun, or pronoun it governs in the objective case.
6. A conjunction; tell what words, phrases or clauses it connects.
7. A verb in the infinite mood; say, governed by preposition "to."
8. An interjection; say that it has no grammatical connection with the rest of the sentence.
9. A noun or pronoun in the possessive case; tell by what noun it is governed.
10. A participle; tell to which noun or pronoun it relates.
11. A nounal or substantive phrase or clause; tell of what verb it is the subject, object or attribute, or by what preposition it is governed.
12. An explanatory word or phrase or clause; tell with what noun or pronoun it is in apposition. In other words, what noun or pronoun it explains.
13. A gerund; say of what verb it is the subject, object or attribute, or by what preposition it is governed.

Exercise in Syntax

He who studies diligently will reap his reward in due time.

He, nominative case, subject of the verb *will reap*.

Who, nominative case, subjective of the verb *studies*.

Studies, agrees with subject *who* in third person, singular number.

Diligently, relates to the verb *studies*.

Will reap, agrees with subject *he* in third person, singular number.

His, possessive case, governed by noun *reward*.

In, governs noun *time*, in objective case.

Due, relates to the noun *time*.

Time, objective case, governed by preposition *in*.

In due time, adverbial phrase, relates to verb *will read*.

Who studies diligently, adjective clause, relates to pronoun *he*.

SYNTAX treats of the arrangement, relation, agreement and government of words, phrases or clauses in a sentence.

Give the syntax of the italicized words, phrases and clauses:

1. The day *was warm* and sunny.
2. The boy stood *on the burning deck*.
3. *He stood beside me*.
4. The house *on the corner* is for sale.
5. The house *which is on the corner* needs painting.
6. I *will speak* to John *when I meet him*.
7. I placed *it in the box*.
8. James *and Mary* went home.
9. Rip was a *happy* mortal who never *worried*.
10. The *girl's* dress was soiled.
11. *Oh!* what a beautiful day *it is!*
12. Mr. Hoover, our *President*, is on his vacation.
13. *That he is a studious boy*, every one knows.
14. There is *but* one apple left.
15. I lost my knife *but* I found *another*.
16. *Employ* your time *well*.

17. *Although I studied the lesson, yet I could not answer the questions.*
18. My wish is *that you go immediately.*
19. He found the watch *where he had left it.*
20. John is older *than his brother is.*
21. Mary recited *as well as had been expected.*
22. It was evident that he will be elected.
23. *Keep company with* good boys and you will be happy.
24. I shall tell you something *that you'll be glad to hear.*
25. *How the accident occurred,* is not known.
26. I read of the glad year *which* once had been.
27. He lives wherever he can find a resting place.
28. He hurt his knee *as he was sliding to third base.*
29. I divided the money into three equal parts.
30. He will be ruined *unless he reforms.*
31. *Give what you can spare to the poor.*

BOOK THREE
Eighth Year, First Half



EIGHTH YEAR, FIRST HALF



1 — WRITTEN COMPOSITION

The Man Without a Country

Outline

- I. Philip Nolan, the U. S. officer.
 - (a) His admiration for Burr.
- II. Nolan suspected, his court-martial and trial.
 - (a) Why suspected.
 - (b) His rashness in court.
 - (c) The sentence.
- III. Sentence carried out.
 - (a) Nolan's transfer from ship to ship.
 - (b) Embarrassing episodes.
 - (c) His remorse.
- IV. Nolan's repentance.
 - (a) His loyalty to U. S.
 - (b) His death.
 - (c) His burial at sea.

Composition

Philip Nolan, a dashing young officer of the western division of the U. S. Army, became infatuated with Aaron Burr, at the time when Burr was planning the disruption of our government.

Because of his associations with Burr, Nolan was suspected, court-martialed and tried for treason. During the trial, he became indignant, damned his country, and wished never to see it again. His wishes were complied with; for sentence was passed that banished him forever from his native land.

He was put on board ship and transferred from boat to boat. He was thus always kept some hundreds of miles from the land of his birth. Many instances occurred on shipboard that made Nolan bitterly regret that day at Fort Adams, when he so recklessly cursed his country.

After nearly fifty years of sad disappointments he died, loving his country as no other man ever loved her, and was buried in the sea.

Arrange an outline and write on any of the following:

1. Nolan's Associations with Aaron Burr.
2. His trial.
3. Orders Regarding Nolan.
4. Nolan's Life on Shipboard.
5. The "Lay of the Last Minstrel" Episode.
6. The Dance on the Warren.
7. The Frigate Duel with the English.
8. The Slave-Schooner Episode.
9. Nolan's Advice to Danforth.
10. Nolan's Stateroom.
11. Nolan's Last Moments.
12. A Character Sketch of Philip Nolan.

2 — TRANSITION WORDS

The following transition words or groups of words put in the proper place will serve to carry on an idea, and thus aid one to keep to his subject; in other words, they are aids in preserving coherence:

furthermore	be that as it may
besides all this	certain it is
for this reason	such is the
this is why	I mention this

as a result	in addition to all this
in this way	he was moreover
then, too	among the many
however	in the meantime
on the other hand	apparently
in other words	on all sides
though—yet	this is perhaps
all of which	by doing so, etc.

These, and all such expressions, not only carry on ideas coherently, but help to make a composition read well. This is a very desirable quality. It is well, therefore, to test the reading quality of your composition and substitute, if necessary, such expressions as will give your English a real flow.

3 — CORRECTING COMPOSITIONS

In this grade the pupils should be able to lighten the task of the teacher in correcting compositions. This exercise will aid the pupil very much in acquiring the art of composing correctly.

After the first writing, the pupils change papers and attend to the following:

1. Indenting the paragraphs.
2. Periods.
3. Apostrophes.
4. Commas.
5. Interrogation marks.
6. Quotation marks.
7. Capitals.
8. Spelling.
9. Syntax.
10. Incomplete sentences.

The Signs to Use

1. The parenthesis (put before a sentence will show where the paragraph should begin.

2. In numbers 2 to 6 the omission mark \wedge will show the error.

3. In numbers 7 to 9 simply underline the mistake.

4. In number 10 use \wedge or ——— to show the omission of words needed to complete the sentence.

When this is done, the papers are returned, and appeals made to the teacher in case there is doubt about any correction. The teacher submits each doubt to the class. When everything is cleared up, there should be a careful rewriting of the composition, and a final correction by the teacher.

The class that uses this method will soon become adept in composition work.

4 — REVIEW OF THE PARTS OF SPEECH

The eight parts of speech are:

1. Nouns:

(a) Common, as hat, boy, nail, class, day, bird, salt.

(b) Proper, as Peter, Mary, India, America, God.

2. Pronouns:

(a) Personal, as I, you, he, she, it, they, my, your, his, her, its, their, me, him, them.

(b) Relative, as who, whose, whom, what, which, that.

(c) Interrogative, as who, which, what.

3. Adjectives:

(a) Common, as good, nice, hot, soft, kind, lazy.

(b) Proper, as Italian, Irish, Polish, English, American.

- (c) Numeral, as ten, seven, fifteen, four, etc.
 (d) Pronominal, as all, few, many, some, either, other.
 (e) Compound, as snow-white, red-hot, sky-blue, etc.
 (f) Participial, as charming, running, etc.
4. Verb:
 (a) Active, Passive, Neuter (linking, or copulative), Active-transitive, Active-intransitive, Passive-transitive.
5. Adverbs:
 (a) Express time; as, He came very *early*.
 (b) Show place; as, The cat lies *there*.
 (c) Express manner; as, He treated us very *kindly*.
 (d) Show degree, or how much; as, He was *intensely* earnest in his work.
6. Prepositions:
 (a) Show relation between words; as, He went *to* school.
 (b) Govern the objective case; as, She carries it *from* the house.
7. Conjunctions:
 Connect words; as, John *and* James are brothers.
 Connect the clauses of a complex or a compound sentence; as, He studies *that* he may advance.
 Henry works at Macy's, *but* his brother goes to college.
 Connects phrases; as, I like to go to school *and* to study my lessons.
8. Interjection:
 Used to express some strong or sudden feeling; as, *Oh!* John, please stop it.

These, with certain verb forms called participles and gerunds, constitute all the various uses of words in English.

The *word* is the unit of the sentence, as the sentence is the unit of all we speak or write.

It is of great importance that you know how to *classify* the words and be able to recognize to what part of speech they belong.

5 — SUBORDINATE CLAUSES

Subordinate Adjective Clauses

An adjective clause usually contains a relative pronoun. There are only eight relative pronouns in the English language. They are: "who," "which," "what," "that," "whose," "whom," and sometimes "as" and "but."

"As" is never used as a relative unless it have "such" for its antecedent; as, These are *such* books *as* I can recommend.

"But" is never used as a relative unless it have "no" or "not" for its antecedent; as, There is *no* flock *but* has a black sheep.

When "who," "which," "what," "whose" and "whom" are employed in asking questions, they are not relative, but interrogative pronouns, and do not make a clause adjectival.

The word "that," however, has many functions. In the sentence, The teacher said that that that that that boy used is correct,

1 2 3 4 5

- 1 — is an introductory conjunction;
- 2 — an adjective;
- 3 — a noun;
- 4 — a relative pronoun;
- 5 — an adjective.

Give the syntax of each "that" in the foregoing sentence.

Adjective clauses are sometimes introduced by "where," "when" and "why," but this is only when these words relate to nouns and pronouns. When they function thus, some grammarians call them relative adverbs. So that there are in all only eleven words that make a clause relate to a noun or pronoun.

This ought to be easy to remember.

The Subordinate Adverbial Clause

Adverbial clauses are introduced by adverbial conjunctions. Below is a list of twenty-five such conjunctions:

that	before	when	as	as-as
if	since	whence	than	so-as
unless	often	thence	lest	if-then
because	while	whither	so that	though-yet
except	as-soon-as	thither	in order that	for

How to Select a Subordinate Clause

Now that we know that the adjective clause is subordinate, and that it must contain one of the relative words given above, and that the subordinate adverbial clause is introduced by an adverbial conjunction, it will be an easy matter to select a subordinate clause.

It is done in this wise.

If I be given a sentence and told to select the subordinate clause in it, I write the sentence and inclose in parenthesis the group containing any one of the foregoing words. When I have done this I know that I have inclosed a subordinate clause.

- Example: 1. The boy (who studies) will learn.
 2. (When the sun shines) the girls play.

From what I have learned above, I know that "who studies" in sentence number one, is a subordinate *adjective* clause; and that "when the sun shines," in number two, is a subordinate *adverbial* clause.

Note:

The teacher may multiply exercises until the foregoing list is exhausted, and thus make sure that the pupils know well how to select subordinate adjective and adverbial clauses.

This exercise is an excellent aid in analyzing sentences.

6 — THE OBJECTIVE COMPLEMENT

Notice the words in italics in the following:

1. They called their little infant *Mary*.
2. They named their little child *Henry*.

The word *Mary*, in sentence 1, completes the meaning of the verb *called*. Because the idea to be conveyed is not that "They called their little infant;" the idea is completely expressed only by telling *what* they called the infant; viz., *Mary*.

The word *Henry*, in sentence 2, completes the predicate *named*. For the thought to be conveyed by the sentence is not that "They named their child," but rather that they named it *Henry*.

And the words in italics in the following:

1. Such conduct on his part makes me very *sad*.
2. This good news made my dear mother very *happy*.
3. The dyer dyed the coat a jet *black*.

The adjective *sad*, in sentence 1, completes the predicate *makes*.

The idea is not that "Conduct makes me," but rather that it makes me *sad*.

The same is true for *happy*, in sentence 2. The news did not make mother, but the news made mother *happy*.

In sentence 3, the dyer did not just dye the coat, but he dyed it *black*.

Each of the five sentences given in the foregoing as illustrations has a *direct* object. Name each direct object.

A word that completes the predicate verb and at the same time explains or describes the *direct* object is called the *Objective Complement*.

Write that definition in your EXERCISE and study it well.

Exercise on Objective Complement

Point out the objective complement in the following:

1. The Holy Father made Archbishop Hayes a Cardinal.
2. The people of New York elected Alfred E. Smith Governor for the fourth time.
3. The Surrogate Court appointed our Pastor guardian of the little orphan boy.
4. We have painted our dining room a nice cream color.
5. Our baseball team has elected Patrick captain.
6. The Mayor has named Dr. Walsh physician to the Tombs.

Note:

The objective complement is in the *objective* case when it is a noun or a pronoun.

Do not confuse the *objective complement* with a noun in apposition to the object; as,

They elected John captain. (Objective complement.)

I know John, the captain. (Apposition to the object.)

She keeps her books neat. (Objective complement.)

The objective complement is always the result of the action of the verb. The appositive to the object is always a word that explains the object.

7 — THE ADVERBIAL OBJECTIVE

Notice the words in italics in the following:

1. We rode fifty *miles*.
They walked ten *leagues*.
2. She is seven *years* old.
He spoke three *hours* in Congress.

You will see that the words in italics in the foregoing are used as adverbial modifiers.

We may supply a preposition before each of the above words and thus make a phrase without changing the thought to be conveyed.

1. We rode (through) fifty miles.
They walked (over) ten leagues.
2. She is (of) seven years.
He spoke (during) three hours.

A noun used as in the foregoing sentences to modify the verb is called the ADVERBIAL OBJECTIVE.

The italicized words in the following are Adverbial Objectives:

1. The weather vane on the school turned *east*.
2. My skates are worth three *dollars*.
3. I walk a *mile* every *day* coming to school.
4. My little baby sister weighs thirty-five *pounds*.
5. She will be eighteen *months* old next *Sunday*.
6. We have lived ten *years* in this parish.
7. The World War began fifteen *years* ago.
8. My father walks many *miles* to and from his daily work.

8 — THE RETAINED OBJECT

Or, Object of Passive Verb

Active Voice

They gave me a great welcome.
 John gave me his gold pen.
 He gave John the medal.
 My friend gave me much help.

Passive Voice

I was given a great welcome.
 I was given John's gold pen ——— .
 John was given the medal.
 I was given much help ——— .

Name the *direct* object in each sentence in the active voice in the foregoing. Do you notice that each *direct* object in the *active voice* is retained in the sentences containing the passive voice?

When the direct object in the sentences containing an active verb is retained in the sentence when changed to the passive form, it is called the *Retained Object*, and the verb is called *Passive Transition*.

Remark:

It would seem preferable to avoid such *Retained Objects*, and make the *direct* object of the active voice the *subject* of the passive voice; as,

Active Voice

1. They gave me a great *welcome*.
2. John gave me his gold *pen*.
3. He gave John the *medal*.

Passive Voice

1. A great *welcome* was given to me.
2. John's gold *pen* was given to me.
3. The *medal* was given to John.

The passive verb transfers the action over to the *subject* and *not* to the object.

Caution:

In changing the verb from active to passive, or vice versa, we must not change the tense or the sense.

9 — REVIEW OF OBJECTIVE CASE

Divide your EXERCISE into seven vertical (?) columns, and head the columns as follows:

¹	²	³
Object of Verb	Object of Preposition	Indirect Object
⁴	⁵	⁶
Object by Apposition	Objective Complement	Adverbial Objective
	⁷	
Retained Object	or.	Object of Passive Verb

From the following sentences select the nouns and pronouns in the objective case and place each in its proper column:

1. At whom are you looking, Mary?
2. He gave me his address and asked me to call on him.
3. Jesus, meek and humble of Heart, make my heart like unto THINE.
4. He was given the prize for elocution.
5. The telephone directory told me their address.
6. I dearly love my father, the best man that ever lived.
7. Mary, let me have that book you are reading.
8. The evening mail brought me a letter from my dear mother.
9. We went forty miles in the auto yesterday.

10. My mother's sewing machine cost her seventy-five dollars.
11. John's uncle weighs one hundred ninety-five pounds.
12. My Aunt Mary is now eighty-three years of age.
13. The girls of our school were given a fine compliment for modesty.

10 — THE INTERROGATIVE PRONOUN

Which word in each of the following asks a question?

1. Who made that noise in the corridor?
2. Whose book are you using now, Mary?
3. For whom did Jesus die upon the Cross?
4. Which do you prefer, an orange or an apple?
5. What shall we answer at the Judgment Day?

The words, *who*, *whose*, *whom*, *which* and *what*, in the above all stand for some noun understood; as, in sentence 1, the answer may be, John, and in sentence 2, the answer may be, Anna's.

The above words, therefore, are pronouns. (WHY?)

As these pronouns ask a question, they are called INTERROGATIVE PRONOUNS.

The antecedent (word for which pronoun stands) is always understood for the interrogative pronoun, as is seen in the foregoing sentences.

The person, number and gender of the interrogative pronoun are determined by the answer to the question.

1. Who is that child? It is Peter.

Who { 3rd
sing. } to agree with the antecedent,
masc. } Peter.

2. Who is that baby? It is Mary.

Who { 3rd
sing.
fem. } to agree with the antecedent,
Mary.

3. Whose books are these? The girls.'

Whose { 3rd
plur.
fem. } to agree with the antecedent,
girls.

4. To whom did you speak? To the boys.

Whom { 3rd
plur.
masc. } to agree with the antecedent,
boys.

Caution:

The case of the pronoun does not depend upon the antecedent.

Give the case of each pronoun in the foregoing sentences.

The interrogative pronouns, *who*, *which* and *what*, have the same form (spelling) as the relative pronouns. The interrogative pronouns always ask questions, while the relative pronouns never ask questions.

11 — USE OF THE INTERROGATIVE PRONOUNS

1. *Who* is used only for persons; as,
 - (a) *Who* is the President of the United States?
 - (b) Do you know *who* was President during the Civil War?
 - (c) *Whose* daughter is that poor child?
 - (d) Of *whom* are you speaking now?
 - (e) Are you the boys and girls with *whom* I am well pleased?

2. *Which* is used to denote *persons* or *things*; as,
 - (a) Which is your mother?
 - (b) Which was the way he went?
 - (c) Which do you prefer, history or English?
 - (d) Which was your aunt?
3. The interrogative *which* is selective.
4. *What* is used in reference to anything except persons; as,
 - (a) What shall I call such conduct?
 - (b) What is that making such a noise?
 - (c) For what do you want to see him?
 - (d) What has that boy done to deserve such punishment?
 - (e) What shall it profit a man if he gained the whole world and suffered the loss of his soul?

12 — DECLENSION OF THE INTERROGATIVES

Declension is the regular arrangement of the case and number of a noun or pronoun; as,

Singular and Plural

Nominative:	who	which	what
Possessive:	whose	whose	
Objective:	whom	which	

In referring to things without life, the phrase *of which* is often used instead of the possessive *whose*; as,

Which of the carnations do you prefer?

Those the leaves *of which* are white.

Remarks:

The interrogative *which*, *what*, and the relative *that* have the same form (spelling) in both cases. (Nominative and objective.)

Memorize well the forms of *who* as in the above, and remember that *who* is *always* nominative, and that *whom* is *always* objective case.

13 — CORRECT USAGE OF INTERROGATIVE PRONOUN

Read the following sentences aloud, using the correct form of the interrogative pronoun *who* in the blanks:

1. About _____ were you speaking when I came into the class?
2. Do you know _____ they were making that noise?
3. For _____ is the letter you handed me?
4. _____ did you see at the Rectory, Patrick?
5. _____ hung her hat in the hallway this morning?
6. John, to _____ are you speaking now?
7. Is she the sister of _____ we are all so fond?
8. To _____ do you intend to give these pretty flowers, Mary?
9. Our Pastor wants to know _____ is the best boy in class.
10. _____ called me on the phone? _____ did you call on the phone?
11. I did not tell _____ did it. _____ did you see in the hall?
12. He just asked me _____ broke the pane of glass.

Give orally five original sentences, using *who* as an interrogative pronoun.

Use the interrogative *whom* in five oral sentences.

Caution:

The correct use of *who* and *whom* is both *important* and *difficult*.

14 — HOW TO COMBINE SENTENCES

Below are some of the means or devices that are used for saying much in a few words, and saying it well.

1. The proper use of pronouns—personal and relative.
2. Conjunctions well chosen.
3. Nouns or pronouns used as appositives.
4. Adjectives—but not as attributes, if we desire to avoid clauses.
5. A proper use of prepositional and infinitive phrases.
6. Correct placing of participles—present and past.
7. Transposing sentences.
8. The use of the parenthetical clause or phrase.

Exercise

Combine the following sentences, omitting all superfluous words:

1. The children were playing in a field.
2. The field was near a river.
3. The field was beautifully shaded.
4. The field was a favorite spot for the children.

Example:

In their favorite spot, a beautifully-shaded field near a river, the children were playing.

Here we see four sentences containing twenty-seven words reduced to one simple sentence of fourteen words. Which of the devices were used in condensing the above exercise?

NOTE—The teacher need not make up exercises such as the foregoing; he or she will find many poor sentences in pupils' compositions that may be used as combination

exercises. These will also serve in public correction of compositions, an exercise that will prove very profitable in eradicating faulty construction.

15 — THE TENSE OF VERBS

1. I pray.
2. I prayed.
3. I shall pray and he will pray.

In sentence 1 the verb *pray* shows that the action is taking place in the present time. We use the word TENSE instead of TIME in grammar. Therefore, we say that *pray* is in the *Present Tense*.

In sentence 2 the verb *prayed* shows that the action took place at some time in the past. Therefore, the verb *prayed* is in the *Past Tense*.

The verbs *shall pray* and *will pray* in sentence 3 show that the action is to take place in the future. Therefore, the verbs *shall pray* and *will pray* are in the *Future Tense*.

Definition:

TENSE is that modification (change) of the verb which distinguishes time.

Write that definition and study it.

There are three *simple* tenses; Present, Past, Future.

Exercise

Give the Tense of the verbs in the following:

1. I study every evening.
2. He came over yesterday.
3. She told me the story.
4. My mother went to Heaven.
5. Henry wanted to buy an auto.

6. I shall study very earnestly.
7. Tell her that father is sick.
8. She will be sorry to hear it.

Use the present, past, and future tenses of the following verbs in sentences of your own composition. Be very careful to use the correct form in the past and the future tense:

come	drown	burst	run	freeze	lose
shake	swim	teach	go	lie (rest)	sit
spend	hurt	sing	do	lay	see

Second Exercise on Tense

Use the past tense of the verb in parenthesis () to make complete sense in the following:

1. She (lie) down for an hour this afternoon.
2. As soon as cold weather (begin) the pond (freeze).
3. John (catch) all the balls we had (throw).
4. My aunt (ride) with my father.
5. My brother has (grow) to be a tall young man.
6. The city boy (is) surprised when he (see) the cows.
7. John had (go) before we (arrive).

lie	lay	lain	begin	began	begun
ride	rode	ridden	freeze	froze	frozen
see	saw	seen	hurt	hurt	hurt
grow	grew	grown	burst	burst	burst

16 — THE SIX TENSES

The Simple Tenses

Present

I work.	We work.
You work.	You work.
He (she, it) works.	They work.

Past

I worked.	We worked.
You worked.	You worked.
He (she, it) worked.	They worked.

Future

I shall work.	We shall work.
You will work.	You will work.
He (she, it) will work.	They will work.

The Compound Tenses*Present Perfect*

I have worked.	We have worked.
You have worked.	You have worked.
He (she, it) has worked.	They have worked.

Past Perfect

I had worked.	We had worked.
You had worked.	You had worked.
He (she, it) had worked.	They had worked.

Future Perfect

I shall have worked.	We shall have worked.
You will have worked.	You will have worked.
He (she, it) will have worked.	They will have worked.

Synopsis

Present, I work.	Present Perfect, I have worked.
Past, I worked,	Past Perfect, I had worked.
Future, I shall work.	Future Perfect, I shall have worked.

Exercise

Give the verb *Work* in all the tenses with the pronoun *You*.

Use the verb *Work* in all the tenses with the masculine singular pronoun.

Give the verb *Work* in all the tenses with the feminine singular pronoun.

Use the sentence, *John plays*, in each of the *six* tenses.

Give the sentence, *Mary prays*, in each of the *six* tenses.

Pointers:

The auxiliary *has* or *have* is used to form the Present Perfect Tense.

The auxiliary *had* is used to form the Past Perfect Tense.

The auxiliary *shall have*, *will have* is used to form the Future Perfect Tense.

Second Exercise

Give the tense of each verb in the following, giving your reasons for each:

1. I have seen the new moon.
2. They had gone before ten.
3. I shall not come late again.
4. I shall have died before 1975.
5. John never saw Niagara Falls.
6. We have recited our lessons.
7. I study every evening.
8. I will save my soul.
9. Mary has taken a walk.
10. He had gone when I arrived.

17 — THE PERFECT TENSES

1. Mary has prepared all her exercise today.
2. Mary had all her exercise prepared at eight o'clock today.
3. Mary will have prepared all her exercise by eight o'clock tomorrow morning.

The verb in sentence 1 shows that the action has taken place within the present time.

The verb in sentence 2 shows that the action was completed at a definite time in the past.

The verb in sentence 3 shows that the action will be completed at some definite time in the future.

All the sentences above speak of action that is completed or perfected.

Therefore, we say these verbs are in the **PERFECT TENSE**.

The verb in sentence 1 is in the **PRESENT PERFECT TENSE** because the action is perfected or completed during the present time.

The verb in sentence 2 is in the **PAST PERFECT TENSE** because the action was completed at some past time.

The verb in sentence 3 is in the **FUTURE PERFECT TENSE** because the action will be completed at some future time mentioned.

Exercise

Using the above as guide, point out the different Perfect Tenses in the following:

1. Henry has eaten his lunch today.
 2. Henry had eaten his lunch before three o'clock today.
 3. Henry will have eaten his lunch before three o'clock tomorrow.
1. Mary has written a letter to her mother today.
 2. Mary had written a letter to her mother before she retired.
 3. Mary will have written a letter to her mother before she goes to school tomorrow morning.

1. Bernard has assisted at Mass this morning.
2. Bernard had assisted at Mass before breakfast this morning.
3. Bernard will have assisted at Mass before he comes to school tomorrow morning.

Definitions

(a) The Present Perfect Tense denotes an action that is completed in the present time; as, Bernard *has* assisted at Mass this morning.

(b) The Past Perfect Tense denotes an action that was completed at or before some past time mentioned; as, Bernard *had* assisted at Mass before breakfast this morning.

(c) The Future Perfect Tense denotes an action that will have been completed at or before some future time mentioned; as, Bernard will have assisted at Mass before he comes to school tomorrow morning.

Remarks:

For the Present Perfect Tense we use the auxiliary verb *has* or *have*.

For the Past Perfect Tense we use the auxiliary verb *had*.

For the Future Perfect Tense we use *shall have* or *will have*.

18 — PRESENT PERFECT AND PAST PERFECT TENSES

Give oral sentences in which you use the verbs below in the Present Perfect Tense:

Use the same verbs in the Past Perfect Tense:

- | | | | | |
|---------|------|------|-------|-------|
| (a) see | sing | lay | think | ring |
| do | run | set | die | burst |
| go | blow | take | fight | write |

Note:

The Present Perfect is formed by using the auxiliary *have* with the Past Participle; as, I *have* seen.

The Past Perfect is formed by using the auxiliary *had* with the Past Participle; as, I *had* seen.

		<i>Past</i>			<i>Past</i>
<i>Present</i>	<i>Past</i>	<i>Participle</i>	<i>Present</i>	<i>Past</i>	<i>Participle</i>
see	saw	seen	set	set	set
do	did	done	take	took	taken
go	went	gone	think	thought	thought
sing	sang	sung	fight	fought	fought
run	ran	run	write	wrote	written
blow	blew	blown	burst	burst	burst
lay	laid	laid	ring	rang	rung

Give oral sentences, using the verbs of list (a) foregoing in the Future Perfect Tense.

The auxiliaries *shall have*, or *will have*, are used with the Past Participle to make the Future Perfect Tense; as,

I shall have written the lesson.

He will have written it by noon.

19 — CORRECT USAGE — PERFECT TENSES

Use the correct form of the verb in parenthesis () to make the TENSE indicated by the sentence:

1. The boys have (go) on an excursion.
2. I have not (see) Bernard since vacation began.
3. Our classmates usually have (do) well in the examinations.
4. Henry has (break) his pencil, and Mary has (give) him her pen.
5. The teacher has just (ring) the bell for class.

6. John has (tear) his jacket, and his mother has (go) out.
7. The water has (freeze) and our pipes have (burst).
8. Peter has (fall) and has hurt his knee.

Exercise (a)

Give oral sentences to illustrate (show) the use of

1. The past tense of think.
2. The present perfect tense of begin.
3. The past perfect tense of know.
4. The future perfect tense of ring.
5. The past tense of lie (rest).
6. Past tense of sit.
7. Past tense of lay (to place).
8. Present perfect of go.
9. Past perfect of do.
10. Future perfect of take.

Exercise (b)

Tell how each tense in Exercise (a) is formed.

Example:

The present perfect tense of the verb *begin* is formed by joining the auxiliary *have* and the past participle *begun*; *have begun*.

The future perfect tense of the verb *take* is formed by joining the auxiliaries *shall have*, or *will have*, and the past participle *taken*; *shall have taken*, *will have taken*.

The past tense of *think* is formed by simply using the past of the verb; *thought*.

Note:

The Simple Present and the Simple Past Tense may be formed without auxiliaries; as, I pray, I prayed. But we

may use the auxiliary *do* with the Present, and the auxiliary *did* with the Present to make the Past; as,

Present, I do pray.

Past, I did pray.

This use of the auxiliaries *do* and *did* makes the *emphatic* form of the verb.

Exercise (c)

Name the tense of each verb in the following sentences and tell how each tense is formed:

1. I have sent an excuse to my teacher this morning.
2. I was very thirsty and I drank two cups of milk.
3. I knew my little finger had frozen.
4. I had broken my pen before the writing lesson began.
5. He has never seen a windmill; he is a city boy.
6. He has pulled down the mighty from their seats.
7. He has exalted the humble. He has given good things to the needy.
8. I am tired. You were tired. He shall be tired.
9. Vacation will have commenced before July 4.
10. When he had taken off his hat, I saw he wore a wig.

Exercise (d)

Show how the following sets of sentences differ in meaning:

- (a) 1. Mary eats an apple every day.
 2. Mary ate an apple at dinner.
 3. Mary will eat an apple at lunch.
- Mary has eaten an apple.
 Mary had eaten an apple at dinner.
 Mary will have eaten an apple at lunch.

- (b) 1. Peter plays ball.
 2. Peter played ball.
 3. Peter will play ball.
 Peter has played ball.
 Peter had played ball before class.
 Peter will have played ball by the time
 we meet him Friday.
- (c) 1. John recites the rosary.
 2. John recited the rosary.
 3. John will recite the rosary.
 John has recited the rosary today.
 John had recited the rosary at 9.
 John will have recited the rosary at bed-
 time this evening.

20 — CORRECT USAGE OF VERBS

Never use an auxiliary with the past of the verb, but *always* use an auxiliary with the past or present participle to form the compound tenses.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
give	gave	(was, are, were, given
grow	grew	has, had, have, grown
lead	led	will be, had led
rise	rose	been, etc.) risen
go	went	gone
forget	forgot	forgotten, forgot
drive	drove	driven
flee	fled	fled
fly	flew	flown
flow	flowed	flowed
freeze	froze	frozen
sit	sat	sat

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
set	set	set
see	saw	seen
fall	fell	fallen
know	knew	known

Exercise

Study the parts of the verbs in the foregoing list, and then complete the following sentences, using the part of the verb required in each:

- Give* I have —— my mother my report card.
 Yesterday, Bernard —— my brother a ride in his auto.
 This interesting book was —— to me for a birthday present.
 Have you —— trouble to your teacher today?
- Grow* My little sister has —— very lively of late.
 Many wild flowers —— in the forest. (past tense)
 My mother says I have —— very tall during the year.
 New York has —— very fast within the past decade.
- Know* My father —— President Lincoln.
 Mary has —— how to speak French since she was a child.
 Had I —— he was sick I would have prayed for him.
 My uncle —— General Garcia.
- Drive* Many Religious were —— from Mexico.
 Lucifer was —— from Heaven because of his sin of disobedience.
 My brother has —— autos for several years.
 The chauffeur —— on the wrong side of the street.

21 — DIFFICULT VERBS

Lie-Lay, Sit-Set

Copy the following sentences for the correct use of the verbs above:

1. Never *sit* on the cold ground. You *sat* there yesterday.
Pope Pius IX *sat* in the Chair of Peter for many years.
2. Mary *set* the dishes on the table. She *has set* the table often.
3. Do not *lie* on the cold ground. You *lay* there last evening.
My aunt *has lain* in bed sick for many months.
Lay your books on the desk. We *have laid* them there already.

Remarks:

Lie and Sit are intransitive verbs.

Lay and Set are transitive verbs.

22 — FORMATION OF THE PASSIVE VERB

Carefully note the following:

- (a) John is punished.
John was punished.
John will be punished.

is, was, and will be, are forms of the auxiliary verb *be*.

Punished is the past participle of the verb *punish*.

- (b) John has been punished.
John had been punished.
John will have been punished.

In (b) the auxiliary *been* is a part of the verb *be*.

Has, had, and will have, as auxiliaries, are signs of Compound Tenses.

The *Passive Voice* is formed by using some part of the auxiliary verb BE with the *Past Participle* of the *active* verb.

Exercise on Principal Parts

1	2	3
<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
*draw	drew	(is, was, drawn
*choose	chose	were, are, chosen
*blow	blew	etc.) blown
bring	brought	brought
do	did	done
go	went	gone
*bite	bit	bit (bitten)
*break	broke	broken
burst	burst	burst
*hurt	hurt	hurt
*see	saw	seen
drink	drank	drunk

Directions:

Use the *past participle* of each of the verbs marked with the * in each of the simple and the compound tenses in lesson 8 to form the passive voice of each; as,

I am drawn,	We are drawn,
You are drawn,	You are drawn,
He is drawn,	They are drawn,
	<i>Etc.</i>

Cautions:

NEVER use an auxiliary with the *Past* form of a verb.

NEVER say, I had *saw* him.

I have *broke* my pen.

He has *went* up stairs.

She has *blew* the light out.

Give the correct forms for the above.

You *may* use an auxiliary with the *present* forms of a verb; as,

I *do* pray, emphatic form.

I pray, simple form.

ALWAYS use an auxiliary with the past participle of the Verb; as, *I have seen him.* (Never, *I seen him.*) *He has done his work.* (Never, *He done his work.*)

Review (a)

1. Give the definition of tense.
2. How many simple tenses are there? Name them.
3. Name each of the three perfect tenses.
4. Use sentences to illustrate (show) the use of each simple tense.
5. Give a sentence to illustrate each of the compound tenses.
6. What part of the verb is always used in forming a compound tense?
7. Give the three principal parts of each of the following:

do	hurt	teach,
go	lie	shake
see	sit	grow
burst	lay	swim
break	set	eat

8. Change the verb to the past tense in the following:
 1. He (lie) down for an hour yesterday.
 2. John had (go) before we arrived.
 3. I was (hurt) when the pipes (burst).
 4. Bernard (catch) all the balls we had (throw).

9. Name the tense of each verb below:

- (a) 1. Henry has eaten his lunch today.
 2. Henry had eaten his lunch before three o'clock.
 3. Henry will have eaten his lunch before three o'clock tomorrow.

10. Give the definition of the tenses used in (a).

Review (b)

1. Give the verb *play* in all the simple tenses, using the pronoun first person, plural as subject.

2. Give the verb *pray* in all the compound (perfect) tenses, using the noun Bernard as subject.

3. Give the verb *be* in the simple tenses with the noun Mary as subject.

4. Use the verb *be* in the compound tenses with the pronoun of the singular, feminine as subject.

5. Using the third person, plural, masculine pronoun, give the verb *be* in all the tenses, simple and compound.

6. Show the difference in meaning in the following pairs:

(a) Mary eats an orange every day.
 Mary has eaten an orange.

(b) Peter played ball.
 Peter had played ball before class this morning.

(c) Margaret will recite the rosary.
 Margaret will have recited the rosary at bedtime.

7. Use the sentence, *John prays very piously*, in each of the other tenses, simple and complete.

8. Give the neuter verb *be* in all the tenses with the personal pronoun, first person, singular and plural.

9. How is the passive voice of the verb formed? Illustrate by using the following active verbs:

reward punish see blame hurt

What per cent did you receive for the foregoing reviews?

23 — “SHALL” AND “WILL”

Notice the words *shall* and *will* and their respective subjects in the following:

1. “I *shall* climb that flag pole,” said Henry.
2. “Surely you *will* not try that,” said a man. “It is dangerous.”
3. “He *will* break his neck,” said a bystander.
4. “I *will* do it even if it is dangerous,” said Henry.
5. “You *shall* do nothing of the kind,” said his father.
6. “He *shall* stay right at home,” said his mother.

You notice that *shall* expresses simply a statement in regard to future time when used with the first person, I or WE.

Will denotes determination as well as future time when used with the first person, I or We.

Simple Future Time

I (we) shall climb.

You will climb.

He (they) will climb.

Determination

I (we) will climb.

You SHALL climb.

He (They) SHALL climb.

Study the above very carefully, for there is a difference between I *shall* study, and, I *will* study.

Distinguish between, They shall stop, and, They will stop.

The foreigner fell into the river and shouted, "Help! I will drown and no one shall help me!" Did he say what he meant?

24 — MEMORY GEMS

1. Eternity is too short to thank Jesus for all that is done in our soul in *one* Confession. (Faber.)

2. Our dear Lord is more anxious to pardon a repentant sinner, than is the mother to snatch her child from the fire. (Curé of Ars.)

3. God loves the poor; therefore He loves those who love the poor. (St. Vincent de Paul.)

4. It is difficult to say which is guiltier, he who retails a scandal or he who listens to it. (St. Bernard.)

5. Since you are not sure of a minute, do not throw away an hour.

6. For age and need save while you may.

Exercise on the Foregoing:

1. Name ten nouns in the above sentences.

2. What part of speech is the word poor in sentence 3?

3. Name and compare six adjectives in the above.

4. Name five nouns in the objective case in the above.

5. What part of speech is each of the following:

too, one, dear, repentant, her, fire, which, he, is, retails, listens.

25 — THE PROGRESSIVE FORM OF THE VERB

Write the following sentences in your EXERCISE, paying attention to the words in italics:

(a) 1. John *is studying* his lessons.

2. John *was studying* his lessons.

3. John *will be studying* his lessons.

Is, was, will be, are neuter verbs.

Studying is the *present* participle of the verb *study*.

- (b) 1. John *has been studying* his lessons today.
 2. John had been studying his lessons before the bell rang.
 3. John *will have been studying* his lessons before class tomorrow morning.

Has, had, will have, when used as auxiliaries, are the signs of the compound (perfect) tenses.

Each verb in (a) and (b) denotes a *continuance* of the act of studying.

Such verbs are called *Progressive Verbs*.

The Present Participle, *always* denotes a continuation of the action and always ends in ING; as,

laughing, singing, talking, preaching

The Progressive form of the verb is made by using the *present* Participle (ing) with the various parts of the neuter verb, BE; as,

Present

I am studying.	We are studying.
You are studying.	You are studying.
He is studying.	They are studying.

Present Perfect

I have been studying.	We have been studying.
You have been studying.	You have been studying.
He has been studying.	They have been studying.

Exercise on Progressive Verbs

Carefully review the neuter verb *Be* in all the tenses, both simple and compound.

The present participle of every verb ends in *ing*; as, singing, aiming.

1. Give the past tense, progressive form of the verb *walk*.
2. Use the verb *pray* in the past perfect tense, progressive form.
3. Give the progressive form of the verb *talk*, present perfect.
4. Give the future perfect tense of the verb *kneel*, progressive form.
5. Give the sentence, *I am singing God's praises*, in all the tenses, simple and compound.
6. Give the following sentences in all the simple tenses of the progressive form:

Mary eats. John sings. Peter prays.

26 — PRESENT PARTICIPLE

- (a) Compare these two expressions:

Gold is malleable.

The malleable gold.

The first expression makes an assertion about gold and says it is malleable.

The second expression does not make an assertion, but merely gives a quality of gold. We have already learned that *malleable* in both of the foregoing expressions is an adjective.

- (b) Compare these two expressions:

Bernard hurt his knee.

Bernard hurting his knee.

The first expression asserts something about Bernard, while the second expression only relates to Bernard, and

in order to make a complete assertion, a verb is necessary. Thus, Bernard, hurting his knee, cried out to his companion.

Hurting modifies *Bernard* just as *malleable* modifies *gold*, and is, therefore, adjectival.

We see, however, that hurting expresses an *action* and has an object, *knee*; *hurting* must, therefore, have the qualities of a *verb* as well as these qualities of an adjective.

The word *hurting* in (b) has the qualities of an *adjective* and those of a *verb*, it is therefore called a PARTICIPLE. We may give the following as a *definition*:

A Participle is the form of a verb which has also the nature of an adjective.

Write that definition in your EXERCISE and study it.

Exercise on the Participle

Notice the italicized words in the following and tell in what ways they are like verbs, and in what ways they resemble adjectives.

1. John, *standing* on the brink of the river, thought on the shortness of life.
2. Mary, *hurrying* home, gave her mother her report card.
3. The moon, *shining* brightly, cheered me on my errand of mercy.
4. The little girl, *suffering* great pain, prayed to the Little Flower.
5. The child's mother, *standing* by its bedside, prayed fervently.

Remarks:

The participle when used as a modifier is usually set off from the word modified by a comma.

Be careful to distinguish between the participle and the same word used merely as an adjective; as,

1. John has a *standing* order for that. (adj.)
2. John, *standing* there, recited his lesson. (part.)

A *participle* may have an object; as,

1. Mary, *obeying* her mother, set the table.
2. Peter, *placing* his books on the desk, left the class.
3. My father, *giving* me his hand, guided me along the dangerous path.

Question:

What are the objects of the different participles, and of the verbs in the foregoing sentences?

27 — SYNTAX OF THE PARTICIPLE

Name the participle in each of the following sentences, and tell the word each modifies:

1. The thief, seeing the officer, made his escape.
2. A cobweb, spreading over the bud, blighted it.
3. The officer, catching the thief, led him to the jail.
4. My mother, smiling at me, praised me for my good work.
5. The saints, serving God, were very happy.
6. The captain, riding to the front, led the soldiers in the fight.

Name the verb in each of the foregoing sentences.

Give the objects of the participles in these sentences.

Name the objects of the transitive verbs in the foregoing.

Name the two adverbial phrases in sentence 4.

Give the two adverbial phrases in sentence 6.

Give the case of each of the seven pronouns in the foregoing sentences.

Exercise (a)

Write in your EXERCISE original sentences in which you use the following participial phrases:

1. singing a hymn.
2. smiling sweetly.
3. burning slowly.
4. starving gradually.
5. naming his friend.
6. saying his prayers.
7. drawing a picture.
8. reciting his lesson.
9. finishing her breakfast.
10. placing his trust in God.

Tell what word each participle modifies. (its syntax.)

Name the participles in the foregoing that have objects.

Why is the phrase, *in God*, No. 10, adverbial?

Exercise (b)

The participle, like all other modifiers, should be placed next to the word it modifies. Otherwise there will be doubt as to its correct function (ambiguity).

Read the following sentences and rewrite them in your EXERCISE, leaving no doubt as to what is meant thereby:

1. An abandoned child was found in the street by an officer suffering from the cold.
2. A rich man will rent his house going to Europe.
3. He will let the house to a suitable family containing all the modern improvements.
4. Coming to school this morning, we saw Mary's little lamb.
5. Sitting on the branch of a tree, we saw a squirrel.
6. Cackling and crowing, we heard the geese and the roosters.
7. I saw a cent walking over the bridge.



Saint De La Salle
and the
Irish Boys

28 — COMPOSITION

Subjects for Composition on the Life of St. John Baptist de La Salle.

Write a composition of three paragraphs, using the following outline:

France in the Seventeenth Century.

- I. Necessity of knowing conditions in the 17th Century.
- II. Social Life.
 1. Classes — Artisan and aristocrat.
 2. Education of classes.
 3. Children of the élite.
 4. Children of artisans.
 5. Consequences of these conditions.
- III. Necessity of Christian Education for all.

Make an outline for three paragraphs and write a composition on any one of the following:

1. The Boyhood of the Saint.
2. La Salle, the Seminarian.
3. To the Altar of God.
4. The Canon of Rheims.
5. The Man of Rouen.
6. The First Teachers.
7. Gray Days and Golden Days.
8. The Sacrifice of the Cheerful Giver.
9. The Torch-Bearers.
10. The Saint in Paris.
11. The Schools of the People.
12. The Growth of St. La Salle's Institute.
13. The Irish Boys.

14. The Training of the Brothers.
15. St. La Salle, the Athlete of God.
16. The Saint's Personal Appearance.
17. His Rules of Life.
18. The Bishop's Cloak.
19. The Snow Ravine.
20. The Priest in the Bastile.
21. The Saint and the Scotchman.
22. The Bogus Priest.
23. The Time of Need.
24. The Saint's Last Days.
25. The Saint's Death and Funeral.

Numbers 17-25 may be used as topics for oral composition.

In order to write or speak on the various subjects given above it will be necessary to read the Life of St. John Baptist de La Salle, by Brother Leo. This is a most interesting life for boys and girls. It is written in a way that the young can really enjoy, and is calculated to inspire one to embrace a religious vocation or do some other noble work for God. The Publishers are P. J. Kenedy and Sons, Barclay St., New York.

29 — MEMORY WORK

There are six stanzas in The Charge of the Light Brigade, written by Alfred, Lord Tennyson.

Memorize the following:

1

Half a league, half a league,
Half a league onward,
All in the valley of death
Rode the six hundred.

“Forward, the Light Brigade!
 Charge for the guns!” he said:
 Into the valley of DEATH
 Rode the six hundred.

2

“FORWARD, the LIGHT BRIGADE!”
 Was there a man dismayed?
 NOT though the soldiers knew
 Some one had blundered;
 Theirs not to make reply,
 Theirs not to reason why,
 Theirs but to do and die;
 Into the valley of DEATH
 Rode the six hundred.

3

When can their glory fade?
 O the wild charge they made!
 All the world wondered.
 Honor the charge they made!
 Honor the Light Brigade,
 NOBLE SIX HUNDRED.

REVIEW

1. Quote from memory one stanza of “MY BEADS,” by Father Ryan.

2. Give the pronunciation of each of the following, used in an oral sentence:

mischievous	faucet	illustrate	licorice
baptismal	allies	pumpkin	hospital

3. Write a letter of excuse to your teacher, giving reasons of absence from school during the last three weeks.

4. Give oral sentences in which you use some of the following synonyms:

handsome	fair	beautiful	charming
sturdy	hardy	muscular	athletic

5. Recast the following sentence so as to show variety; be certain to avoid errors in doing so:

Breathes there a man with soul so dead,
 Who never to himself hath said,
 "This is my own, my native land?"

6. Give sentences, using the past participle of the following verbs:

see, sit, lie, lay, know, go, do, flee, fly, flow

7. State the use of the verbs in the following sentences:

- He *sat* on the cold earth last evening.
- Mary, you *may set* the table now; father is coming.
- The sick man *has lain* in bed six months.
- We *have laid* our books away for the vacation.
- John *is sitting* near his mother.
- Margaret *is setting* a good example by her modesty.

8. Use the semicolon correctly in the following:

- I love my mother my mother loves me.
- We have many studies namely catechism, English, arithmetic, spelling, and history.

- (c) Virtue renders us happy sin makes us wretched.
- (d) Heaven is the reward of a good life hell is the punishment for a bad life.

9. What part of speech is each italicized word in the following:

- (a) I find very much *good* in that poor child.
- (b) Our Lord has been very *good* to me.
- (c) The *good* are often persecuted by the *wicked*.
- (d) Mary writes very *well*. Henry is not *well* today.
- (e) *Well!* I am so glad to see you again, Patrick.
- (f) The love of Jesus *wells* up in our heart at Holy Communion.

10. Give the syntax (function) of each italicized word in the following:

- (a) Mother came *down* at once to see me in the hospital.
- (b) Margaret fell *down* stairs this morning.
- (c) He has not *yet* finished the story.
- (d) I do not like *to go*, *yet* I shall go if mother so desires.
- (e) We *should live* for God and country.
- (f) Never touch a *live* wire.

11. Name the interrogative pronouns, using each in oral sentences. What determines the person, number, and gender of an interrogative pronoun? Illustrate. What determines the case of an interrogative pronoun? Illustrate.

30—FRIENDLY LETTERS

Copy the following letters, paying particular attention to the heading, the body of the letter, the closing, the punctuation:

175 Pacific Street,
Brooklyn, N. Y.,
October 10, 1927.

My dear Margaret,

As I have a free period, I write to let you know that I am thinking about you. I trust you will forgive me for not writing long before this.

We are to have a celebration in honor of Columbus on the 12th, and you are hereby cordially invited to our affair, which will be held in the school auditorium. I trust you will be with us on that occasion.

To Your ever loving friend,
Catherine.

Miss Margaret Hardy,
198 Brinkman Street,
Buffalo, N. Y.

320 Madison Avenue,
Albany, N. Y.,
February 8, 1927.

My dear Sister Sebastian,

I am glad to tell you that I am almost completely cured of my sickness (the measles).

I hope the doctor will allow me to take up my class work. I am sorry that I was not able to be present at the beginning of the new grade, but my chum, Patrick Skelly, has been helping me in arithmetic and grammar. I have been reading a little of the history and the catechism.

Please pray for me, dear Sister, and remember me as

Your grateful pupil,
James Brennan.

Exercise

1. Write a letter to one of your boy friends and ask him to come to see you and to help you with your class work, while sickness detains you at home.

2. One of your school companions has been sick for a month. Write him a little letter telling him how sorry you are, and that you miss him very much. Give him a few facts regarding the doings of the class.

3. Your mother has been at your aunt's home for the past two weeks. You are the eldest daughter, and hence, the household duties devolve upon you. Write to your mother and tell how you are getting on.

31 — PUNCTUATION, SEMICOLON (;)

Copy the following sentences and give reasons for the use of each punctuation:

1. I generally take a refreshing drink when I am tired; such as a glass of milk, a cup of tea, or a glass of cold water.

2. Some men are born great; some achieve greatness; others have greatness thrust upon them.

3. Did you see any fruit in market; such as oranges, bananas or grapefruit?

4. Touch not; taste not; handle not.

5. To err is human; to forgive, divine.

Rules for semicolon:

We use the semicolon before the words *as* and *namely* to introduce an example; as, in sentences 1 and 3, above.

The semicolon is used to separate the two independent parts of a sentence when the conjunction is omitted; as, in 2, 4 and 5.

Exercise

Use the semicolon correctly in the following sentences:

1. If you want a thing done do it if not have it done.
2. He sells many kinds of vegetables namely carrots, beets, lettuce, asparagus, and cabbage.
3. As Cæsar loved me I weep for him as he was fortunate I rejoice at it as he was valiant I honor him but as he was ambitious I slew him.
4. A suit of clothes of any color will suit as black, gray, blue, or white.

Is It True?

A funny old man told this to me
 I fell in a snowdrift in June said he
 I went to a ball game out in the sea
 I saw a jelly fish float up in a tree
 I found some gum in a cup of tea
 I stirred my milk with a big brass key
 I opened my door on my bended knee
 I beg your pardon for this said he
 But 'tis true when told as it ought to be
 'Tis a puzzle in punctuation you see.

32 — WRITTEN COMPOSITION

From the following outline write a composition on

How I Spent My Summer Vacation

- I. *Introduction:*
 - (a) My teacher's advice about religious duties, etc.
- II. *Development:*
 - (a) What I did.
 - (b) The sports.
 - (c) Accidents.

III. *Conclusion:*

(a) Satisfaction at end of my vacation.

33 — CORRECT USAGE OF VERBS

About 50 per cent of all errors made in written and oral English may be found in the use of verbs, and about half the errors made in the use of verbs may be found in the use of the following:

sing	come	sit	write
see	go	lie	take
do	run	begin	break

Learn thoroughly the three parts of each of the following:

(a) sing	sang	sung
come	came	come
sit	sat	sat
begin	began	begun
(b) see	saw	seen
go	went	gone
lie	lay	lain
write	wrote	written
(c) do	did	done
run	ran	run
take	took	taken
break	broke	broken

Copy the following sentences, paying special attention to the use of the past participle:

She has sung many hymns.

He has done his work well.

John has gone home.

I have sat here all day.

We have taken up algebra.

I have written my exercise.
 I have seen him at the shore.
 We have come to the end of the term.
 He has run all the way.
 He has lain in bed sick for a month.
 The storm had begun before I left.
 He has never broken his promise.

Caution:

Never use an auxiliary verb with the past tense of the verb; as,

He *had sang*, She had *saw*, We have *did*, He had *took*.

Give oral sentences in which you use each of the verbs in the second column of (a), (b) and (c) in the foregoing lists.

Use the past participle of each of the foregoing verbs in oral sentences or your own composition.

Give the *three parts* of each verb in the foregoing list. 4

34 — CORRECT USAGE**Sit, Set; Lie, Lay; May, Can**

The three parts of the verb *sit* are, *sit, sat, sitting*; they have reference to the position of the body; as,

I sit near the window.

I sat near the window.

I am sitting near the window.

Sit is an intransitive verb, and seldom has an object.

The three parts of the verb *set* are, *set, set, setting*; they are used to indicate the act of placing something; as,

I set the bundle on the chair now.

I set it there yesterday.

I am setting it there now.

The verb *set* is active transitive when it has an object.

Aids: *Intransitive*

I sit. WHERE? In the armchair.

I sat there. WHERE? On the sands at the beach.

I am sitting. WHERE? Near the window.

Transitive

I set the table. WHAT? Table. Object.

I set the table yesterday. WHAT? Table. Object.

I am setting the table now. WHAT? Table. Object.

Note:

If I say, "John sat himself down in the wrong chair," I am using "sit" transitively.

The three parts of the verb *lie*, are: *lie, lay, lain*; they denote a resting position; as,

I lie on the couch every evening.

I lay on the couch yesterday.

I have lain on the couch all day.

Lie (to recline) is an intransitive verb, and never has an object.

The three parts of the active verb *lay*, are *lay, laid, laid*; they indicate placing something; as,

I lay the book on the table now.

I laid the book on the table yesterday.

I have laid the book on the table this morning.

Aids: *Intransitive*

I lie in the shade of the tree.

WHERE? In the shade ——.

I lay in the shade yesterday.

WHERE? In the shade ——.

I have lain in the shade today.

WHERE? In the shade ——.

Transitive

I lay the book down now. WHAT? The book.

I laid the book down yesterday. WHAT? The book.

I have laid the book down today. WHAT? The book.

Note:

You see that *lay* has two meanings; it is used as the past of the intransitive verb *lie* to indicate reclining in the past time. *Lay* is used also as the present tense of the active verb *lay*, to indicate placing something in a certain position.

For example: I *lay* under the apple tree all yesterday evening.

John, please *lay* that inkwell down.

May, denotes permission; as,

Henry, you may leave the room.

Teacher, please, may I speak to Mary?

Can, denotes ability or power; as,

I can write as well as my brother Thomas.

Can you skate well, Patrick?

35 — EXERCISE**Sit, Set; Lie, Lay**

Rewrite the following sentences, filling each blank with the correct form of *sit* or *set*:

1. Mary, please —— the kettle on the range for supper.
2. Yes, Mother, I will —— it on immediately.
3. Well, it was —— on the range before this time last evening.
4. John, come here and —— beside me for a little while.

5. You have often —— beside me in the days gone by.

6. Yes, indeed, dear mother, I love to —— by you.

(Transitive) — *Set, Set, Set.*

(Intransitive Verbs) — *Sit, Sat, Sat.*

Explain the use of verbs in the following:

1. Lay aside that novel and study your lessons, Bernard.

2. He laid it aside immediately.

3. He had laid aside his hat before he entered the room.

4. Mother, lie down and take a little rest.

5. I lay on the couch all last night.

6. I have lain on an hospital cot for days at a time.

(Transitive) — *Lay, Laid, Laid.*

(Intransitive Verbs) — *Lie, Lay, Lain.*

36 — DICTIONARY WORK

In the list following, find the meaning of any word that is unfamiliar to you, its correct pronunciation, pay special attention to the last syllable, and use each word in an oral sentence:

delicacy	hypocrisy	conspiracy	spicy	heresy
ecstasy	democracy	courtesy	tipsy	secrecy
colonize	advertise	catechise	chastise	apologize
criticise	economize	legalize	civilize	revise
muscle	miracle	bridal	carat	lesson
musical	icicle	bridle	carrot	lessen
	principal		principle	

If you wish to find a synonym for any word, you have only to look in your dictionary. Syn. in the dictionary after a word is the abbreviation for synonym.

FALSE 1. a. Contrary to truth or fact. 2. Deceptive; counterfeit; artificial; not real. Incorrect.

3. Syn. Lying; dishonest; faithless; treacherous.

And so you have at least ten different synonyms that you may use for the word *false*.

Use the following synonyms in oral sentences:

shouted	exclaimed	cried	yelled
answered	said	explained	told
happiness	gladness	joy	content

Give at least two synonyms for each word following:

irritate	prevent	severity	splendid
unusual	energetic	accomplish	assist

37 — CLEARNESS IN SENTENCES

Write the following sentences in your EXERCISE so that there will be no doubt as to their meaning:

1. Captain Malone was walking on the Avenue with his mother in a new uniform.
2. My little sister, Mary, met a great big black cat coming from school last evening.
3. Margaret, please get me a hot cup of coffee.
4. Peter lost his penknife in a crowd last night with a pearl handle.
5. Patrick, can you correct the three last sentences?

6. The poor old beggar was carrying a big bundle with only one leg.
7. This story was written by a famous Colonel which tells the chief events of the World War.
8. I don't waste any more time than I can't help.
9. The second experiment was not a success neither.
10. I have no doubt but that he is the guilty person.

38 — CORRECT USAGE

1. He finished only half of the task. (Not, He only finished.)
2. We get good results from this kind of advertisement. (Not, these kind.)
3. Not one of them told his parents. (Not, their parents.)
4. It is difficult to decide between him and me. (Not, between he and I.)
5. It was she who did it. (Not, It was her.)
6. Whom did the Pastor praise? (Not, Who did —.)

39 — WRITTEN COMPOSITION

Subjects on the Benefits of a High School Education. Plan an outline like the following and write on any one of the subjects given below:

Need of High School Training

- I. Eighth Grade Requirements.
 - (a) Only a preparation.
 - (b) Not sufficient for advancement.
 - (c) Demand for best qualified.
- II. High School Training Needed.
 - (a) For ordinary office work.
 - (b) For advancement to higher position.

- (c) For responsible positions.
- (d) For contingencies.

III. Results of Four Years in High School.

- (a) Confidence in one's self.
 - (b) A better representative.
 - (c) A bigger and stronger boy or girl.
1. Kinds of High Schools.
 2. The Kind of Work for Which One is Best Adapted.
 3. How to Decide on Courses to be Taken.
 4. Social Training in Catholic High Schools.
 5. Moral Training in Catholic High Schools.
 6. Why One Needs a High School Training.
 7. High School as a Preparation for College.
 8. High School Credential Needed for Professional Training.
 9. Catholic High School Training a Preparation for the Priesthood or the Religious Life.
 10. Sacrifices That Should Be Made to Get High School Training.

REVIEW

1. Give the meaning of "SENTENCE-SENSE."
2. Why is it important to improve in "Sentence-Sense?"
3. Give three means that help to improve "Sentence-Sense."
4. What is analysis of sentences?
5. Analyze the following simple sentences:
 - (a) The snow-filled nest of the robin swings drearily on the leafless branch of the great oak tree.

- (b) The rich and the strong should always assist the poor and the feeble in their needs.
- (c) The harvest moon and the countless stars looked pleasantly down on plains and valleys.
- (d) Our Blessed Mother Mary, kneeling in earnest prayer, was reverently saluted by the Angel Gabriel.

6. Analyze the following:

- (a) Benjamin Franklin, who discovered electricity and invented the lightning rod, was a true statesman and patriot.
- (b) Genuine character always carries with it an influence that commands and retains the admiration and the confidence of all good persons.
- (c) That line we trace back, in an unbroken series, from the Pope who crowned Napoleon in the nineteenth century to the Pope who crowned Pepin in the eighth.

— MACAULAY.

7. Give the analysis of the following, and the *syntax* of the words in italics:

- (a) The cork tree *grows* to a height of forty feet, and it has a *diameter* of *nearly* a yard.
- (b) The *mountain* slopes of Switzerland are covered with fruitful vineyards; pleasant villages *are found* in the valleys, *where* the *Swiss* people live in peace and comfort.
- (c) Stand! the ground's your own, my braves! Will ye give it up to slaves?

Will ye look for greener graves?

Hope ye mercy still?

(*Ye is solemn form for you.*)

REVIEW

8. Give the three principal parts of the following verbs:

sing	set	lie	take	do	burst	flow
come	see	lay	break	draw	flee	buy
sit	go	run	write	hurt	fly	begin

9. Give oral sentences in which you use the past participle of each of the foregoing verbs.

10. Justify the use of the verbs in the following sentences:

1. I sat near the window and I have lain in bed since.
2. Mary set the table and then she sat down.
3. John was sitting in the kitchen while Mary was setting the supper table.
4. I was so sick that I lay in bed all day yesterday.
5. Margaret laid her books on the dining room table.
6. Children like to lie in bed in the morning.
7. John, lay that pointer on my desk.

11. Give the difference in meaning between the following sentences:

1. Henry, you may clean the blackboard.
2. Henry, you can clean the blackboard.

12. Compose oral sentences in which you have the three parts of each of the following verbs:

lie	lay	sit	set	run	flow
flee	burst	hurt	write	teach	sing
swim	do	see	go	come	hear

40 — VERBS AGREE WITH SUBJECT IN NUMBER AND PERSON

When the subject is singular the verb is also singular; when the subject is plural the verb is plural:

- John *is* a very good boy.
The boys *are* good pupils.
- I *am* fond of The Little Flower.
We *are* all fond of her.
- Mary *was* here yesterday.
The girls *were* all here yesterday.
- Peter *has* a pet monkey.
The children *have* their toys.

The very *form* of the verbs in the foregoing tell you their number.

In the following sentences the person and the number of the verbs are determined by the subject; as,

- The boy *may be* a priest.
The girls *may be* Sisters.
- The girl *did* her work well.
The girls *did* their work well.
- The boy *sang* a song.
The girls *sang* a song.
- John *wrote* a letter home.
The boys *wrote* home.

41 — TWO SINGULAR SUBJECTS CONNECTED
BY “AND”

Usually compound subjects connected by AND require a plural verb; as,

Sarah and Mary *are* two sisters.

You and your brother *were* late this morning.

John and I *are going* to high school next year.

My brother and my sister intend to go to high school.

But the following kinds of compound subjects require singular verbs:

1. Compound subjects that mean but *one* person, thing, or idea; as,

My cousin and dear old schoolmate *is* here. (One person.)

That eminent doctor and scholar *has* died. (One person.)

A block and tackle *was* used to haul it out. (One thing.)

The wheel and axle *was* carried in the truck. (One thing.)

Wherein *does sit* the dread and fear of kings. (One idea.)

The sum and substance of his remarks *was*, *Hands off*.

A laggard in love and a dastard in war (one person) *was* to wed the fair Ellen of brave Lochinvar.

—SCOTT.

2. Compound subjects modified by *each*, *every*, *many*, *a*, *no*, when the separate subjects are singular; as,

Every man, woman, and child *was* shipped away from Acadia.

Every day and every hour *brings* us blessings.

Each tree, each shrub, and each flower *shows* us the power of God.

Many a boy and many a girl *is* poorer than I.

3. Compound subjects connected by the conjunctions, *or*, *nor*, *either-or*, *neither-nor*, require singular verbs when the separate subjects are singular; as,

Neither age nor rank nor sex *was* respected there.

John or his brother *is* the boy who did it.

Either Mary or her sister *was* here yesterday.

Neither Mary nor her sisters *were* here yesterday.

The last subject here is plural. Why so?

42 — VERBS AND THEIR SUBJECTS

1. Care must be taken not to allow words that come between the subject and the verb to change the agreement in the number of the verb; as,

Every one of the boys *is* in his own place. (Not, are, their.)

Many changes of costume *were* necessary. (Not, was.)

The explorer, with all his men, *was* lost. (Not, were lost.)

The buzzing of the bees *is* pleasant to some. (Not, are.)

The rebel chief, with all his soldiers, *was* captured. (Not, were.)

Every one of you boys and girls *is* capable of doing great things for your country. (Not, are.)

This class of little ones *is* the best I ever had. (Not, are.)

2. When one member of the compound subject is affirmative, and the other is negative, the verb agrees with affirmative; as,

His nerves, and not his heart, are tired.

Not the praises of men, but the love of God *is* of any avail for our salvation.

It is not her clothes, but her modesty, that *is* praiseworthy.

Study, and not foolish amusements, *is* important.

John, and not his parents, *is* to blame.

John's parents, and not he, *are* to blame.

3. When the subject is a phrase or a clause, the verb is singular; as,

To do good to all men *is* her constant aim.

To fish for trout *is forbidden* in certain places.

To have Jesus for our Friend *is* the greatest happiness on this earth.

That we must all die *is* a consolation to the virtuous.

That there is a heaven *is* another great consolation.

That a good Catholic is also a good citizen *is proved* by his daily life.

43 — EXERCISE IN AGREEMENT OF VERBS WITH SUBJECT

Choose the proper form of the verb in parentheses () and give a reason for your choice:

1. Neither women nor children (was, were) admitted to the play.
2. The women, not the child (was, were) admitted to the play.
3. The child, not the women (was, were) admitted to the play.

4. A great number of men (is, are) idle this winter.
5. The big basket of potatoes (is, are) quite heavy.
6. The wonders of the volcano in eruption (is, are) beyond words.
7. Every person that (know, knows) him (love, loves) him.
8. Neither William nor John (is, are) to blame for the accident.
9. To live for one's country (is, are) true patriotism.
10. That we should love and serve God (is, are) clear to every mind.

Note:

The singular of many verbs ends in the letter S, while the plural does not end in S; as,

John walks —The boys walk.
 Peter works—The boys work.
 Henry talks—The boys talk.
 He loves —We love.
 I love —You love.
 Mary sings —The girls sing.
 Ellen sews —The girls sew.
 Susan plays —The girls play.
 She loves —They love.
 I pray —You pray.

44 — DRILL IN CORRECT USAGE OF VERBS

Study *very* carefully the three forms of the verbs below:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
<i>1</i>	<i>2</i>	<i>3</i>
shake	shook	(have, has shaken
see	saw	was, were, seen
run	ran	is, am) run

274 DRILL IN CORRECT USAGE OF VERBS

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1	2	3
rise	rose	risen
ride	rode	ridden
know	knew	known
grow	grew	grown
go	went	gone
give	gave	given
freeze	froze	frozen
fly	flew	flown
flow	flowed	flowed
fall	fell	fallen

The verbs in column 1 express present time. Those in column 2 denote past time.

Auxiliary verbs must not be used with verbs in column 2, but an auxiliary is *always* required with the verbs in column 3.

Some of the auxiliaries (helping verbs) are:

is, was, are, were, am, did, do, have, has, had.

Exercise on Correct Form of the Verb

Fill the blanks in the following sentences with the proper form of the verb found in the parenthesis ()::

- We swept up all the leaves that had —— in the yard. (fall)
- The bird's nest has —— from the branch of the tree. (fall)
- The snow —— during the night and covered the ground. (fall)
- The cups have —— from the table. (fall)
- Nearly all the birds have —— south for the winter. (fly)
- Lindbergh —— from New York to Paris. (fly)
- Billions of gallons of water have —— down the Hudson. (flow)

8. The Amazon River —— into the Atlantic Ocean. (flow)
9. I have often —— with my father in his auto. (ride)
10. I have —— Bernard and Peter —— with me to Buffalo. (ride)
11. Vegetables that have been —— are useless. (freeze)
12. Our little pond —— over hard enough for skating. (freeze)
13. My kind mother has —— me a birthday present. (give)
14. Our Divine Lord —— His life for our salvation. (give)
15. My father has —— to Chicago. (go)
16. We started just after the sun had —— . (rise)
17. I —— my aunt yesterday before she had —— me. (see)
18. She —— me after I had —— her. (see)
19. We were badly —— by the auto accident. (shake)

45 — MEMORY WORK

1

The boast of heraldry, the pomp of power,
 And all that beauty, all that wealth e'er gave,
 Await alike the inevitable hour;—
 The paths of glory lead but to the grave.

2

Full many a gem of purest ray serene,
 The dark unfathomed caves of ocean bear;
 Full many a flower is born to blush unseen,
 And waste its sweetness on the desert air.

—GRAY'S ELEGY.

46 — MOODS

Notice carefully how the verbs in the following sentences are used to express a fact, a question, a command, a wish, a condition:

1. Lafayette visited this country in 1824. (fact)
2. Why did Lafayette visit this country in 1824? (question)
3. If I were rich, I should have a beautiful statue of the Little Flower. (condition)
4. Would that we were as simple and holy as the Little Flower. (wish)
5. Study your lessons earnestly. (command)

It is clear from the foregoing sentences that verbs are used in different ways to express different meanings.

The way or the manner in which a verb is used is called its MOOD.

Definition:

Mood is the modification of a verb which shows the manner in which it is used.

Write that definition in your EXERCISE and study it.

47 — THE INDICATIVE MOOD

The following sentences make a statement of fact, or ask questions:

1. I shall go to Mass tomorrow morning and receive Holy Communion.
2. Do you intend to come with me, Charles? I am very glad.
3. We say our prayers together in class every morning.
4. Do we pray as well as did the Little Flower?
5. My father tells me that I may go to high school.

6. I am very grateful to him for this great privilege.
7. Are we as grateful, as we should be, for our many privileges?
8. I am going to work in earnest in all my lessons this year.

Point out the verbs in the foregoing that make the sentence a statement. Name the verbs that ask questions.

Verbs that make statements or that ask questions are said to be in the Indicative Mood.

Definition:

The Indicative Mood is used in making a statement or in asking a question.

Write that definition in your EXERCISE, and study it.

Give ten oral sentences in which the verb is in the indicative mood, giving the reason therefor in each sentence.

Define Mood, the Indicative Mood.

Moods belong only to verbs. What other properties have verbs?

48 — THE IMPERATIVE MOOD

Notice the command or the request in the following:

- | | |
|----------------------------|------------------------------------|
| Keep quiet over there. | Light the gas, John. |
| Make haste with that work. | Wait a minute, Sarah. |
| Shut the door. | Come to dinner, all. |
| Have pity on me. | Be careful in crossing the street. |
| Let us try to win, boys. | Be seated, please. |

Point out the verbs in the foregoing that express a command, an entreaty, or a request.

Verbs that are used to make a command, a request, or an entreaty are said to be in the IMPERATIVE MOOD.

Definition:

The Imperative Mood is used in giving a command, or in making a request, or entreaty.

Study that definition, after having written it in your Exercise Book.

Give ten oral sentences in which you use the Imperative Mood, telling why the verb is in the Imperative Mood.

49 — THE SUBJUNCTIVE MOOD

Each sentence in the following expresses

A Wish

Would that I were as good as my mother!
 Long live our Holy Father, the Pope!
 May the good Lord keep us from harm!
 O that I had followed his advice sooner!
 Heaven help them in their dire distress!

The following sentences express a condition which is

Contrary to Fact

If I *were rich*, I should build a school. (But I am not rich.)

I wish that my mother *were* in good health. (But, she is sick.)

If my father *were* coming home, I should be happy. (He is not.)

If he *were* here, he would help me. (But he is not here.)

What would you do if you *were* I? (But you are not I.)

Notice that each of the following sentences expresses a *Doubt*, a *Condition*, or a *Contingency* (not certain):

If you *study* well, you will never be sorry for it.
 (condition)

Unless he *play* better, we shall lose the game.
 (condition)

Advise me if this *be* worth the money. (doubtful)

I shall go if it *do* not rain. (contingent, uncertain)

The Verbs that are used to express

(a) A condition contrary to fact;

(b) A doubt, a condition, or a contingency;

(c) A wish;

are to be put in the *Subjunctive Mood*.

Give your own definition for the Subjunctive Mood after carefully studying the foregoing.

50 — INDICATIVE AND SUBJUNCTIVE MOODS COMPARED

The Indicative Mood makes a direct statement of fact, or asks a question; as, I shall go to church tomorrow morning.

The Indicative Mood also asks a question; as, Shall I go to church?

The Subjunctive Mood, in addition to making a statement, implies a doubt or a condition of some kind; as,

I shall go to church unless it rain.

If he *be* sick, I shall call the Priest.

Note:

Much help is afforded by remembering that the Subjunctive Mood is usually denoted by the words *if, unless, though, lest, etc., as,*

Unless he *obey* God, he will be lost.

Though he *be* rich, he may not be happy.

Lest we *be* late, we must make haste.

If he *die* tonight, we shall go there at once.

Give five original sentences in the Subjunctive Mood.

51 — THE VERB "BE" IN THE INDICATIVE AND IN THE SUBJUNCTIVE

	<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>
	<i>Present Tense</i>		<i>Past Tense</i>	
<i>Singular</i>	If I am	If I be	If I was	If I were
	If you are	If you be	If you were	If you were
	If he is	If he be	If he was	If he were
	If we are	If we be	If we were	If we were
<i>Plural</i>	If you are	If you be	If you were	If you were
	If they are	If they be	If they were	If they were

Note:

(a) Try to remember that *am, are, is, was*, when not used as auxiliaries, are always in the Indicative Mood, even though "if," etc., be used with them.

(b) *Be* when used with the first person (I or WE), and with the third person (HE or THEY), is always Subjunctive.

Memorize the foregoing forms of the neuter verb *be* in both the Moods, and you will have less difficulty in determining their use.

52 — WHEN TO USE SUBJUNCTIVE AND WHEN TO USE INDICATIVE

The Subjunctive is used *frequently* to express conditions that are contrary to actual fact.

Notice that the sentences following do contain conditions contrary to actual fact:

1. If I *were* in your place (but I am not), I should not go there.
2. If it *were* good for him (but it is not), his mother would give it to him.

3. Unless he *be* sick (and he is not), I shall not send for the doctor.
4. If I *had* a horse (and I have not), I should take a ride.
5. If he visit Paris (but he cannot), he would see many curious sights.

Notice that in each of the foregoing sentences the Dependent Clause is at the beginning. It is in such Dependent Clauses that the Subjunctive is found.

Name the conjunction that connects the clauses in each sentence.

Use of the Indicative

When the statement with "If" and "Though" is regarded as an actual fact the verb is in the Indicative; as,

1. If John *is* sick (and he *is*), I shall send for a doctor.
2. If I *was* sick (and I *was*), you can scarcely blame me.
3. If he *was* there (and he *was*), he had his mother's permission.
4. John *was* accurate, even though he *was* slow. (and he *was* slow)
5. Even though Mary *is* here (and she *is*), she will ask her father.
6. Well, if I *am* to blame (and I *am*), I shall offer an apology.
7. Though Patrick *was* quick (and he *was*), still he *was* not quick enough to avoid the accident.

Note:

The only difficulty in determining which Mood to use is to decide whether it be a *Fact* or a *condition contrary to an actual Fact* that you wish to express. Study the foregoing sentences carefully.

53 — CORRECT USE OF MOODS

Show that the following Moods are correctly used:

1. I wish I *were* as accurate in my work as she.
2. If it *were* possible I should gladly do it for you.
3. I know if he *were* at home he would answer me.
4. Though he *were* not my friend, yet I should love him.
5. Tell me what you would do if you *were* he.
6. I wish I *were* in a position to help every poor child.
7. *Were* it only true, then I should be so happy to die.
8. He requests that a reply *be* wired to him immediately.
9. He said "If he *die* before tomorrow, I shall go at once."
10. If he *was* present, I did not see him yesterday.
11. If he *were* present, why did no one see him there?

Point out the correct sentence in the following pairs:

1. I wish I was at home today.
I wish I were at home today.
2. If I were you, I should go.
If I was you, I should go.
3. I wish she was going there, too.
I wish she were going, too.
4. If I were ready, I should go.
If I was ready, I should go.
5. He talks as if he was sorry.
He talks as if he were sorry.
6. If she were here, she would sing.
If she was here, she would sing.

Remark:

Try to learn the correct use of the verb *Be* in both the Indicative and the Subjunctive, and you will have very little difficulty with these two MOODS.

From the verb *Be* we have, *is, are, was, were, am*; the past participle of *Be* is *Been*, and it is used with various auxiliaries; as, *has, had, have, shall have*, etc.

54 — POTENTIAL FORMS OF THE VERB

There are several auxiliaries (helping verbs) used with the verb to indicate power, possibility, obligation; as,

I can drive the car. (power)	}	<i>Present</i> Present Tense (Time)
I may drive the car. (possibility or liberty)		
I must drive the car. (obligation)		

And

I could drive the car. (power)	}	<i>Past</i> Past Tense (Time)
I might drive the car. (possibility or liberty)		
I should drive the car. (obligation)		

Verbs used with the foregoing auxiliaries, *may, can, must, might, could, should*, are called *Potential Forms of the Indicative Mood*.

By using the auxiliary *have* after each of the auxiliaries of the present tense in the foregoing we form the Present Perfect Tense; as,

I can have driven that car.	}	Present Perfect.
I may have driven that car.		
I must have driven that car.		

And by using the auxiliary *have* after each of the auxiliaries of the past tense in the foregoing we form the Past Perfect; as,

I could have driven the car.	}	Past Perfect.
I might have driven the car.		
I should have driven the car.		

Note:

The auxiliary *would* is also used in the past tense, and the auxiliaries *would have* in the past perfect tenses in the Potential Forms of the Indicative Mood.

Exercise on Potential Forms

Give the tense of each potential form in italics in the sentences following:

1. We *must* all *die*, when the time comes.
2. I *may have been* mistaken in my opinion.
3. John *should have weeded* the garden yesterday.
4. Please, teacher, *may I borrow* a pencil from Peter?
5. My brother *can manage* the motor car very well.
6. He *might give* us a ride, if we meet him.
7. She *must have forgotten* her exercise today.
8. I *could help* my mother more than I do.
9. He *might have done* the work much better.
10. He *may have driven* over to Jersey.

Notes:

You *may borrow* my pencil. (permission)

You *can go* to the bazaar. (power)

May all good blessings attend you. (wish)

He *should go*. He *ought to go*. *Should* is often equivalent to *ought to*.

Avoid the common mistake of using an auxiliary with *ought*.

Never say, He *had ought*. I *had ought*. John *had ought*.

55 — TENSES IN THE THREE MOODS

We have learned that there are in all, six tenses, viz.:

Present	Present Perfect
Past	Past Perfect
Future	Future Perfect

The following sentences contain the foregoing tenses in regular order:

- | | |
|--------------------|---------------------------|
| 1. John prays. | 4. John has prayed. |
| 2. John prayed. | 5. John had prayed. |
| 3. John will pray. | 6. John will have prayed. |

Each of the foregoing sentences makes a statement and the verb is, therefore, in the Indicative Mood.

The Indicative Mood has *all* the *six* tenses. Name them. Define each.

- (a) 1. I may go. (present)
 2. I might go. (past)
 3. I may have gone. (present perfect)
 4. I might have gone. (past perfect)

The foregoing sentences in (a) are all in the Potential Forms of the Indicative Mood. There are, therefore, four TENSES in the Potential Forms.

Notice that all the verbs in the following sentences are in the Present Tense:

- | | |
|--------------------------|--------------------------|
| Come here, John. | Have patience with me. |
| Let us pray better. | Wait a moment for your |
| Show me the way, please. | brother. |
| | Live as you wish to die. |

The foregoing sentences are Imperative Mood. Name that Tense.

Remark:

The subject of a verb in the Imperative Mood is usually understood.

The pronoun *you* is the subject in the imperative sentence, even when a noun appears to be the subject; as,

- Peter, come here. (Peter, *you come* ——)
 Wait for me, John. (*You wait* —— John.)

Tenses in the Subjunctive

The *name* of the tense usually indicates the time meant; as,

I did work, is in the *past tense* and denotes *past time*.

I shall work, is in the *future tense* and denotes *future time*.

I do work, is in the *present tense* and *present time*.

But this is not always the case in the Subjunctive Mood; as,

You *will be punished* if this *be* true. (future tense, but means present, *be true*.)

You *are happy* if you *be* virtuous. (present tense, but means future.)

There are but 2 tense forms in the Subjunctive, the present and the past.

Present, If I be.

Past, If I were.

Note:

The Subjunctive forms are slowly disappearing from the English language, their function being performed by the Indicative Mood.

In the so-called "IF" clauses, the verbs *were* and *be* are used instead of *was* and *is*. If he *were* good, he would not be punished. These are the verb forms peculiar to the subjunctive mood.

If he *be* good he will not be punished.

REVIEW

1. Give the definition of Mood.
2. Show how the Mood of a verb differs from its Tense.
3. Name three moods.
4. Give oral sentences to illustrate three moods.
5. To what part of speech are Mood and Tense applied?

6. With what must a finite verb agree in person and number?
7. Give the Mood of each verb in the following:
 - (a) I shall be glad to go.
 - (b) May we go along with you, Patrick?
 - (c) My mother promised me a birthday present.
 - (d) I am sure that she will give it to me.
8. What is the Indicative Mood?
9. Name the tenses used in the Indicative Mood.
10. What is meant by "The Potential Forms of the Indicative Mood?"
11. Name the auxiliaries by which you may know the Potential Forms.
12. Give oral sentences in which you use the Potential Forms of the present tense.
13. Use three tenses of the Potential Forms in oral sentences.
14. Check the correct forms in the following, and change the incorrect ones:
 - (a) I wish I was you.
 - (b) If I were you, I should be more grateful.
 - (c) You are fortunate, if this be true.
 - (d) If he was good, he would receive his reward, too.
 - (e) Even though he was not friendly, still I like him.
 - (f) If he is sick, get the doctor. (though he is not)
 - (g) If he were sick, I would do so. (but he is sick)
15. Give five oral sentences in which the verb is in the Imperative Mood.
16. How many tenses are there in the Imperative Mood?
17. What is the subject of a verb in the Imperative Mood?

18. Name the two tenses in the Subjunctive in No. 14.
19. Give the general rule for using the Subjunctive Mood.
20. Give the verb *Be* in the present and the past tense in the Indicative and Subjunctive Moods.

56 — SENDING A TELEGRAM

The chief difference between a friendly letter and a business letter is brevity of statement. So also is brevity the chief characteristic of a telegram. It is necessary to think well in order to condense into a few words what you could very easily say in a lengthy letter. But as you have to pay for every word in a telegram, you use only the necessary words. We usually leave out many words, such as subjects, adjectives, and all punctuation marks. There is an extra charge for all words in excess of ten, but there is no charge for the address of either the sender or the person to whom the telegram is sent.

Suppose your father has met with a serious accident, and is in danger of death, and your mother is visiting her sister in Baltimore, Md., the following might be your telegram to your mother:

Mrs James Noonan
234 Edinburgh St
Baltimore Md

Father dangerously injured come immediately
Patrick

Pointers on Telegrams:

(a) Write all numbers out in words; as, fifteen, not 15, because fifteen counts as one word, but 15 will count as two words. If you write 100 in figures it will count as

three words, but written one hundred it will count but two words.

(b) Write such expressions as, at once, *immediately*, and you save one word, because a long word does not cost any more than a short word.

(c) It costs as much to send two, three, or four words as it does to send ten words.

(d) If the sender telegraph his address he must pay for the number of words in it.

(e) A NIGHT LETTER of fifty words may be sent at the same cost as a day message of ten words.

(f) You send a TELEGRAM. You TELEGRAPH your friend.

Write a telegram of ten words for each of the following:

(a) You intend to visit your aunt living in a distant city; send her a telegram giving the hour of arrival at her city depot. (Her address at head of your telegram.)

(b) Accept a position offered you for the vacation. State when you are ready to begin work.

(c) A night letter congratulating your cousin in a distant city on his (her) birthday.

57 — MEMORY WORK

The following poem by Joyce Kilmer is considered a literary gem. Memorize it, as it belongs to the work of the eighth year:

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

The foregoing poem is published by Doran Company, New York.

Remark:

The pronoun *who* in the fifth stanza is allowed in personification; otherwise it would be *that* or *which*. The pronoun *who* stands for persons only.

Which stanza in the foregoing do you like the best? Why?

58 — OUTLINE FOR COMPOSITION

Life of Joyce Kilmer

Write a composition, using the following outline:

Outline

Joyce Kilmer, the Soldier

- I. His Voluntary Enlistment.
- II. In France with the "Sixty-Ninth."
 - (a) His letters.
 - (b) His regard for his "buddies."
 - (c) His popularity.
 - (d) His courage.
 - (e) His happy piety.
 - (f) His death.

III. A Model for Soldiers.

Make an outline for three paragraphs and write on any one of the subjects given below:

1. Early Years of Joyce Kilmer.
2. Joyce Kilmer the Collegian.
3. Joyce Kilmer the Journalist.
4. Marriage and Home Life of Joyce Kilmer.
5. Joyce Kilmer's Conversion.
6. Kilmer as Critic for the New York Times.
7. Kilmer the Soldier.
8. A Character Sketch of Joyce Kilmer.
9. The Kind of Catholic Joyce Kilmer Was.
10. The Kind of Writer Joyce Kilmer Was.
11. What Joyce Kilmer Has Left Us.
12. The "Gallant Sixty-Ninth."
13. Kilmer's "Trees."
14. Kilmer's "The Robe of Christ."
15. Joyce Kilmer's Letters About the "Big Fight."
16. What the World Has Lost in the Passing of Joyce Kilmer.

It will be necessary to read the life and writings of Joyce Kilmer in order to write interestingly on any one of the foregoing subjects. Numbers 10-16 may be used as titles for oral composition.

59 — DICTIONARY WORK

If you be not sure of the long and the short sounds of the vowels look them up in Webster's dictionary, and you will find they are as follows:

āte	ēve	īce	cōde	ūse	long sounds.
ăt	tënd	sĭng	lŏt	ŭs	short sounds.

Note:

Funk and Wagnals' key to pronunciation differs from Webster's.

Write the following words in columns, putting the proper diacritical marks over each vowel, and place the accent over the correct syllable. Then rate your work with your dictionary, giving one per cent for each correct vowel sound and one per cent for each correct accent:

only	accept	anvil	polite	prescription
chaos	excuse	incur	legible	temperature
human	serene	salmon	presume	presumption
envoy	frugal	athletic	evil	frugality
offend	allot	perfect (v)	proffer	industrious

Divide the following words into their syllables:

between	morning	Italian	longer
judgment	evening	Polish	direction
reverence	wealthy	Hungarian	lesson
revere	readily	American	magician

Pronounce the following words:

chimney	restaurant	length	mischievous
umbrella	particular	height	grievous
athletics	library	fiftieth	psalmist

Find the difference between the two words in each of the following pairs:

fewer	many	empty	want	sufficient
less	much	vacant	need	abundance
thief	center	help	leaf	awkward
robber	middle	aid	page	clumsy

60 — DOUBLE NEGATIVES

Check the sentences that are correct in the following, and give reasons for the change you make in the sentences that you consider incorrect:

I didn't say any more about it.	I didn't say nothing about it.
I had not seen none like that.	I had not seen any like that.
Haven't any pencil, Mary?	Haven't you no pencil, Mary?
Isn't she ever coming again?	Isn't she never coming again?
Hasn't he no common sense?	Hasn't he got no sense?
Hasn't he any common sense?	No, he hasn't none.
Peter cannot go anywhere now.	Peter can't go nowhere now.
He didn't look any better.	He didn't look no better.
She didn't get no candy.	She did not get any candy.
There won't be no game today.	There will not be any game today.
There will not be any game today.	There will be no game today.
I wasn't doing nothing.	I wasn't doing anything.
I was doing nothing at all.	He didn't look no wiser.

Remember:

Negatives, when double, usually cause trouble.

No, no, no, I will not do it. } (Emphasis.)
 I don't work for nothing. }

61 — FORMATION OF PLURALS

Review the rules for plurals found in the previous grades.

The regular formation of the plural is to add S to the singular, but words ending in S, X, Z, CH, or SH, because

these do not unite well with S, we add ES, which forms an additional syllable. This is done to avoid abrupt endings; as,

(a) gas gases dish dishes topaz topazes
fez fezes pouch pouches peach peaches

(b) Nouns ending in Y preceded by a consonant change the Y into I and add ES; as,

ally, allies; lady, ladies; country, countries.

(c) Nouns ending in Y preceded by a vowel form the plural regularly; as,

alley, alleys; monkey, monkeys; chimney, chimneys.

(d) The words in the following list form the plural by adding S:

solo stiletto quarto dynamo lasso banjo
piano soprano octavo chromo contralto canto

(e) The following words add ES to form the plural:

potato buffalo negro embargo torpedo veto
tomato mulatto calico tornado volcano cargo

(f) Some English nouns still retain their foreign plurals; as,

basis bases analysis analyses thesis theses
crisis crises synopsis synopses ellipsis ellipses

(g) The following nouns are always plural:

dregs	ashes	entrails	proceeds	thanks
clothes	annals	obsequies	scissors	tidings
nuptials	eaves	pincers	shears	victuals
tongs	vitals	forceps	trousers	aborigines

(h) Certain words from a foreign language have now both the English and the foreign plural; as,

<i>Singular</i>	<i>Latin plural</i>	<i>English plural</i>
phenomenon	phenomena	phenomenons

<i>Singular</i>	<i>Latin Plural</i>	<i>English Plural</i>
memorandum	memoranda	memorandums
hippopotamus	hippopotami	hippopotamuses
rhinoceros	rhinoceri	rhinoceroses
syllabus	syllabi	syllabuses
radius	radii	radiuses
automaton	automata	automatons

(i) The following nouns are always plural when used as indicated:

irons (shackles) goods (property) cannons (guns)
greens (salads) colors (flag) spectacles (eye-glasses)

(j) The following nouns are used mostly in the singular:

mathematics acoustics measles physics
athletics politics amends molasses

(k) Notice the following singulars and plurals:

nickel (a metal) nickels (coins)
earth (the world) earths (kinds of soil)
tin (a metal) tins (tin dishes or cans)
ice (frozen water) ices (cooling drinks)

Exercise on Plurals

(a) Supply the proper plural form, using the word in parenthesis:

1. John and Peter are (alumnus) of Manhattan College.
2. Mary and Catherine are (alumna) of Mount Saint Vincent College.
3. The Catholic Missionaries have faced many (crisis) in life.
4. All the (radius) of the same or equal circles are equal.
5. There were six (piano) in the exhibition room.

6. We saw fifteen (negro) on the levees at New Orleans.
7. There are a great many (mulatto) in the southern states.
8. We have not had many (embargo) on our commerce.
9. Some foreign nations use (stiletto) in tribal feuds.
10. There have been very many noble (hero) in our country.

(b) Copy the following:

Great pains *was* bestowed on him.

His pains (aches) are severe.

You will win by *this* means.

My means (money) are ample.

This bellows *is* old and worn.

These three bellows *are* new.

The old hose *is* lost.

Three lines or lengths of hose *are* now needed.

(c) Choose between the two forms in the following, giving reasons for your choice:

1. On Saturday last we shot six (deer, deers).
2. My mother bought three (dozen, dozens) of oranges.
3. My brother is a Missionary among the (heathen, heathens).
4. My father sold four (head, heads) of cattle and two (yoke, yokes) of oxen at the State Fair.
5. What (was, were) the proceeds from the entertainment?
6. I am studying civics and I like (it, them).

(d) Do you use the pronoun IT or THEY in speaking

of the following nouns? Refer to your dictionary where necessary.

victuals apparatus ashes goods phonics suds
 jaundice tonsilitis gallows mumps politics alms

(e) The following nouns have two plurals, each having a different meaning; as,

index, indexes (table of contents)	indices (signs)
die, dies (for stamping)	dice (for gaming)
staff, staffs (of officers)	staves (pieces of wood)
brother, brothers (by birth)	brethren (in religion)
genius, geniuses (highly talented persons)	genii (spirits)

(f) Fill out the blanks in the following, using the proper plural of the word in parenthesis:

1. They carried the dozen _____ of pine. (staff)
2. The _____ of the various Governors are tried men. (staff)
3. How many _____ are there in your family?
(brother)
4. The Priest began thus, "My dearly beloved _____."
(brother)
5. Geographies usually have extended _____.
(index)
6. Exponents in algebra are called _____. (index)
7. They were arrested for playing _____ on the street. (dice)
8. I saw the _____ they use for stamping coin. (die)
9. St. La Salle and St. Vincent de Paul were also _____ . (genius)
10. Some people regard the fairies as evil _____.
(genius)

62 — SENTENCE-SENSE

You may determine what improvement you have been making in the acquisition of SENTENCE-SENSE by the following test in

Silent Reading

Read the following selection very carefully and then check the statements as indicated:

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies; Provided, that the legislature of any State may empower the executive thereof to make temporary appointment until the people fill the vacancies by election as the legislature may direct.

AMENDMENT TO CONSTITUTION of
the U. S., Article XVII.

If you so desire, you may read the foregoing selection a second time, and answer the following questions without referring to the selection.

Some of the sentences below contain statements that can be found in the preceding selection; others do not. Place a check after those that refer to the foregoing selection:

1. Each State has one vote in the Senate.

2. The Governor of a State may call an election to fill a vacancy in its senatorial representation.
3. The Senate of the United States is composed of two Senators from each State.
4. The qualifications for United States Senators are fixed by the United States Government.
5. A United States Senator holds office for six years.
6. A State legislature may empower its executive to fill permanently a senatorial vacancy.

63 — SILENT READING

Read the following problem and then check the statements as directed:

A New York State farmer shipped to New York City 350 cans of milk that were sold there by a wholesale commission dealer. The farmer paid the railroad company 18 cents a can for transportation. The wholesale dealer sold the milk at \$1.45 a can, and deducted 3 cents a can for his commission charges. What were the farmer's net proceeds?

Read the foregoing problem again, if you choose to do so, and then check in the statements below facts found in the problem. (*Do not solve the problem.*)

- (a) 1. The transportation charge per can.
2. The number of gallons contained in each can.
3. The selling price to the wholesaler.
4. The price at which the wholesaler sold the milk.

(b) Check at the right the statements below that give the object (purpose) of the problem:

1. The amount paid by the wholesaler to the farmer.

2. The total commission charged.
3. The amount (net) the farmer received for his milk.

Note:

You are improving in SENTENCE-SENSE if you make 100% in the foregoing tests.

64 — MEMORY WORK

Memorize the following extract from the Gospel of St. Matthew:

1. And it came to pass, when Jesus had made an end of commanding His twelve disciples, He passed from thence, to teach and preach in their cities.

2. Now when John had heard in prison the works of Christ, sending two of his disciples he said to HIM:

3. "Art Thou He That art to come, or look we for another?"

4. And Jesus, making answer, said to them: "Go and relate to John what you have heard and seen.

5. "The blind see, the lame walk, the lepers are cleansed, the deaf hear, the dead rise again, the poor have the gospel preached to them.

6. "And blessed is he that shall not be scandalized in Me."

7. And when they went their way, Jesus began to say to the multitudes concerning John: "What went you out into the desert to see? a reed shaken with the wind?"

8. "But what went you out to see? a man clothed in soft garments? Behold, they that are clothed in soft garments are in the houses of kings.

9. "But what went you out to see? a prophet? Yea, I tell you, and more than a prophet.

10. "For this is he of whom it is written: Behold, I send my angel before thy face, who shall prepare thy way before thee.

11. "Amen I say to you, there hath not risen among them that are born of women a greater than John the Baptist; yet he that is the lesser in the kingdom of heaven is greater than he.

12. "And from the days of John the Baptist until now, the kingdom of heaven suffereth violence, and the violent bear it away."

Exercise in Sentence-Sense

Answer the following questions in reference to the foregoing extract from St. Matthew:

1. Who were the twelve disciples? Name any five.
2. Who was John, spoken of in the above? Why was he called the Baptist?
3. Where was John at the time mentioned in the above extract?
4. Whom did John send to Christ? What was John's purpose in doing so?
5. What question did John's disciples ask Jesus?
6. What did Jesus tell John's disciples to relate to John?
7. What did Jesus say to the multitude in reference to John?
8. What is meant by "a prophet?"
9. What is meant by "the lesser in the kingdom of heaven?"

65 — WEAK VERBS AND STRONG VERBS

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
mend	mended	drink	drank
select	selected	begin	began
shout	shouted	wear	wore

302 EXERCISE ON STRONG (IRREGULAR) VERBS

Verbs that form the past tense by adding ED, D, or T to the present are called WEAK VERBS. Sometimes weak verbs are called regular verbs.

Verbs that do not form the past tense by the addition of ED, D or T to the present are called STRONG VERBS; sometimes, called Irregular.

There are a few verbs ending in D or T that have the same form (spelling) in the past and the present tenses; as,

<i>Present</i>	<i>Past</i>	<i>Present</i>	<i>Past</i>
spread	spread	cast	cast
bet	bet	shut	shut
set	set	put	put
hurt	hurt	burst	burst
shed	shed	hit	hit

Give oral sentences to illustrate the use of each of the above verbs in the present and the past.

66 — EXERCISE ON STRONG (IRREGULAR) VERBS

1	2	3
<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
blow	blew	(is, are, was, blown
break	broke	had, has, have, broken
bring	brought	were, must, brought
burst	burst	have, and burst
choose	chose	other such chosen
come	came	auxiliaries) come
do	did	done
go	went	gone
draw	drew	drawn
begin	began	begun
drink	drank	drunk

The forms in column 2 are *never* used with auxiliaries; those in column 3 are used with auxiliaries.

We may use the auxiliary *do* and *did* with the forms in column 1; as,

I do bring my Exercise. (present, emphatic)

I did bring my Exercise. (Past Tense, and is the same as, I brought my exercise.)

Study the verbs in the foregoing list, then rewrite the following sentences, using the correct form of the verb indicated in the parenthesis:

1. I —— to study my catechism at the age of seven. (begin)
2. The game had —— before I arrived. (begin)
3. The snow was —— down the street. (blow)
4. The strong wind —— down the flag pole. (blow)
5. Mary has —— the pitcher. (break)
6. I was so thirsty that I —— two glasses of milk. (drink)
7. Henry was —— umpire of our game. (choose)
8. I am glad you have —— to see me. (come)
9. The coffee has —— from Java. (come)
10. The boys have —— their work very neatly. (do)
11. Have you —— your exercise, too? (do)
12. I have —— a nice toy from the grab bag. (draw)
13. The water pipes were —— by zero weather. (burst)
14. The burglar —— into the store and robbed it. (burst)
15. My sister has —— to the convent to become a nun. (go)

67 — EXERCISE ON STRONG VERBS — Continued

Very little difficulty is experienced with the weak verbs, as their past tense is the same in form as their past parti-

304 EXERCISE ON STRONG VERBS—CONTINUED

ciple. It is with the strong verbs that there is difficulty, for most of the past participles differ in form from the past tense; as,

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
drive	drove	driven (with auxiliaries; as, is,
eat	ate	eaten was, are, were, has,
fall	fell	fallen had, have, will have)
flee	fled	fled
fly	flew	flown
flow	flowed	flowed (weak verb)
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
know	knew	known
lie	lay	lain
lay	laid	laid (active)
see	saw	seen
sing	sang	sung
sit	sat	sat
set	set	set (active)

Do not use an auxiliary with the present of a verb in the indicative, except in the emphatic form. Always use an auxiliary with the past or present participle in forming compound tenses.

Fly means to go through the air, as a bird does.

Flee means to run away, to escape, as does the burglar.

Flow means to move along smoothly, as water in a stream or river.

Lie and *Sit* are intransitive verbs, and seldom have an object.

Lay and *Set* are transitive and usually have an object.

Study the above verbs till you can correctly use them in the different tenses.

Pay special attention to the verbs *lie, sit, see, do, go*, and their past participles.

Exercise on the Above

Rewrite the following sentences, filling each blank with the correct form of the verb in parenthesis:

1. Henry had not —— in time, and lost the chance. (go)
2. We should have —— home before ten. (go)
3. They had —— when their mother came for them. (go)
4. I have —— the circus many times in the country. (see)
5. My sister Mary and I —— Margaret at High Mass. (see)
6. My father —— me entering the library. (see)
7. How long has he —— on the beach? (sit)
8. Where do you —— when the table is —— for dinner? (sit and set)
9. In which room have you —— the plant? (set)
10. I —— just where he —— the dictionary. (sit, set)
11. The Cardinal —— the corner stone of the new school. (lay)
12. The poor cripple has —— many years in the hospital. (lie)
13. The poor old man was —— to death last winter. (freeze)
14. My sister has often —— in the Church choir. (sing)

15. I have —— my dear mother a present for her birthday. (give)

Give oral sentences in which you use the three parts of the verbs, fly, flee, flow, fall, know, lie (to recline), sit, lay, set.

REVIEW

1. Name five things to be attended to in sending a telegram.

2. What is meant by the comparison of adjectives and adverbs?

3. How are adjectives and adverbs compared regularly?

4. Compare the following adjectives:

bad	late	far	much	out	well
good	old	many	evil	up	ill

5. Why are the following adjectives not compared?

equal	eternal	annual	infinite
square	correct	dead	unanimous

6. How may the following adjectives undergo a kind of comparison?

perfect	supreme	immortal	perpendicular
universal	parallel	perpetual	round

7. Name the incorrect sentences in the following and tell why they are incorrect. Correct them, giving reasons therefor:

- New York is richer than any state in the Union.
- Mary is gentler than any other pupil in the class.
- Peter is the most studious of all the other boys.
- Rhode Island is the smallest of all the states.
- Patrick is smarter than any boy in his class.
- Babe Ruth hit more home runs than any other player.

8. Give a rule for the use of the comparative degree.
9. What rule governs the use of the superlative degree.
10. Quote what you can from Kilmer's poem, "*Trees*."
11. Write three paragraphs on each of the following:
Joyce Kilmer's (a) Early Life. (b) Works as a Poet and Critic. (c) Career as Soldier.
12. Tell what you know about sending telegrams.
13. Give oral sentences in which you use the synonymous words:

fewer	many	center	empty	sufficient
less	much	middle	vacant	enough

14. There are three incorrect sentences following; name them and correct them, giving the reasons for your correction:

- (a) He didn't do anything at all about the matter.
- (b) She didn't see nobody on the way to school.
- (c) There will not be no music lesson this afternoon.
- (d) Haven't you no pencil at all, Mary?
- (e) Hasn't that boy any sense at all?
- (f) I do not think I shall go. No, I will not.

15. Tell whether the following be right, and give reasons in each case:

No, no, no, a thousand times no; I am sure he did not do it.

He did not do it; no, not he.

He never could be guilty of such conduct; No, never.

16. Give the rule governing the formation of the plurals of the following:

ally	solo	crisis	8	M	&
alley	potato	negro	35	$\frac{1}{2}$	%

17. Give the two plurals of:

brother	index	genius
staff	die	phenomenon

18. Give oral sentences, using the following in the plural:

deer, sheep, swine, hose, pains, means, bellows.

A SECOND REVIEW

1. What is meant by weak (regular) verbs? Illustrate.
2. Give the meaning of strong verbs. Illustrate.
3. Give the three principal parts of the following:

do, go, come, bring, drink, burst, hurt.

4. What two ways are there to form the past tense? Illustrate.

5. What form of the present tense is made by adding the auxiliary *do* to the present of the verb? Illustrate.

6. Give oral sentences in which you use the past participle of the following verbs, naming the tense:

eat	drive	fall	flee	fly	flow
give	go	know	sit	set	lie
lay	see	sing	buy	say	think

7. When are auxiliary verbs used?

8. Give oral sentences in which you use the past tense of the following verbs:

beat, seat, let, get, bid, sell, bring, sing.

9. Make as many correct sentences as you can from the following group of words:

(a) The (boys, boy) (seem, seems) (is, are) very happy.

11. Punctuate and capitalize the following:

what shall it profit a man to gain the whole world and lose his own soul quotes the president our colleges and schools must teach not only science but character we must maintain a firmer stronger grasp on the principle declared in the psalms of david and re-echoed in the proverbs of his son solomon that the fear of the lord is the beginning of wisdom many of our older universities were founded by pious hands at great sacrifice for the express purpose of training men for the ministry to carry light to the people on the problems of life.

Note:

The foregoing paragraph is taken from the speech of President Coolidge delivered at South Dakota State College on September 10, 1927.

68—PREFIXES

Point out the words that are correctly spelled in the following:

dissappoint—disappoint, misspell—misspell
missent—misent

The prefixes used in the foregoing are *Dis* and *Mis*, and the rule to guide you in the use of prefixes is,

In spelling words that contain prefixes, never drop a letter from, nor add a letter to, either the prefix itself or the main part of the word. (root)

The main words above are, *appoint, spell, sent*.

The prefixes are, *Dis, Mis*, and by applying the rule you have, *dis-appoint, mis-spell, mis-sent*.

Many of our words in English contain *prefixes* taken from other languages, and when we know the meaning of

the prefix we have a key to the spelling and the meaning of the entire word.

Write in your EXERCISE the following important prefixes with their meaning and application:

Dis (means <i>away, not</i>)	ante (means before)
Mis (means <i>badly, wrongly</i>)	anti (means against)
Pro (means for, in front)	cis (on this side of)
Pre (means before)	trans (means across)
Re (means again)	inter (means between)
Un (means the opposite)	intro (means within)

Write the following words, using the prefix indicated:

(DIS)	(MIS)	(PRO)	(RE)
appoint	lead	noun	arrange
appear	apply	consul	appoint
arrange	manage	scribe	appear
agree	behave	verb	write
praise	govern	cure	inter

Give oral sentences in which you use each of the words in the foregoing lists, and other sentences in which you use the words formed by the Prefixes.

Write the following words with the prefix indicated:

(ANTE)	(ANTI)	(CIS)
chamber	Christ	Alpine
penult	climax	Atlantic
date	toxin	Andine
(INTER)	(TRANS)	(UN)
state	Alpine	honored
city	Atlantic	attractive
lay	action	alterable
lock	mission	steady
dependence	substantiate	romantic

Give oral sentences, using each of the words in the foregoing lists, and other sentences with the words formed by the prefixes. Quote the rule for the formation (spelling) of words in which prefixes are used. Give the meaning of each prefix in the foregoing lists.

69 — CORRECT USAGE

Many errors are made in the use of the Past tense and the past participle of the following verbs. Study them so well that you can use them correctly:

<i>Present</i>	<i>Past Tense</i>		<i>Past Participle</i>
write	wrote	(has, was, is,	written
wear	wore	will be,	worn
throw	threw	were, have,	thrown
tear	tore	are, etc.)	torn
take	took		taken
swear	swore		sworn
swim	swam		swum
spin	spun		spun
sting	stung		stung
string	strung		strung
sing	sang		sung
sink	sank		sunk
ring	rang		rung
spring	sprang		sprung

The present participles of the foregoing verbs are given above because they are always formed by adding "ing" to the present form of the verb.

The list of weak (regular) verbs is also omitted, because the past *tense* is always the same as the past participle; as, in the following:

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
laugh	laughed	laughed
talk	talked	talked
walk	walked	walked

Never use an auxiliary in the present tense of the Indicative unless it be in the emphatic form. Auxiliaries are used in the present and past tense of the Potential form of the verb.

The past:

Refer to the foregoing rule and tell why the following are incorrect:

John had sprang up and had took the ball.

Mary has tore her paper, but has wrote her Exercise.

Henry swum to the shore and rung the bell there.

The past participle of the verb may be used without an auxiliary only when it becomes adjectival; as,

The little boy, *stung* by the bees, began to cry.

The judge, *sworn* in by his predecessor, began his work.

The beads, *strung* on a silver cord, cost five dollars.

Point out the sentences in the following in which the past participle is used like an adjective, and those in which it is used as part of a verb:

- Mary has sung a song.
The song sung by Mary was good.
- John, stung by the bee, cried.
John cried when he was stung.
- Henry was thrown from his horse.
Henry, thrown from his horse, was hurt.

4. I have written a letter.
The letter, written by me, was mailed by my little sister.
5. Peter has worn his straw hat.
The hat, worn by Peter, is of straw.

70 — MEMORY WORK

Every Catholic boy and girl should memorize the following stanzas and often recall them:

The Sweet Story of Old

I

I think when I read the sweet story of old,
When Jesus was here among men,
How He called little children like lambs to the fold,
I should like to have been with Him then.

II

I wish that His hand had been placed on my head.
That His arm had been thrown around me,
And that I might have heard His kind voice when He said:

“Let the little ones come unto Me.”

III

Yet, still to His footstool in prayer we may go
To ask for a share in His Love;
And, if we but faithfully seek Him below,
We may meet Him and serve Him above.

Questions on the Above

1. What word is modified by the clause, *When I read* ***of *old*, stanza 1?
2. Give the object of the verb *think* in stanza 1.
3. Give the syntax of *lambs*, *then*, *to the fold*, *to have been with Him*, stanza 1.

4. Give the objects (three) of the verb *wish*, stanza 2.
5. Give the syntax of the last clause in stanza 2.
6. Name the complex dependent clause in stanza 2.
7. Why are quotation marks used in the last line, stanza 2?
8. Name the modifiers (three) of the verb *may go*, line 1 of stanza 3.
9. Give the dependent clause that modifies the verb *may meet* in stanza 3.
10. Give the syntax of *but*, *if*, *below*, and *love*, stanza 3.

TENNYSON'S BUGLE SONG is required in the grade work; memorize it.

I

The splendor falls on castle walls
 And snowy summits old in story;
 The long light shakes across the lakes,
 And the wild cataract leaps in glory.
 Blow, bugle, blow, set the wild echoes flying,
 Blow, bugle; answer, echoes, dying, dying, dying.

II

O, hark, O, hear! how thin and clear,
 And thinner, clearer, farther going!
 O, sweet and far from cliff and scar
 The horns of elfland faintly blowing!
 Blow, let us hear the purple glens replying!
 Blow, bugle; answer, echoes, dying, dying, dying.

III

O, love, they die in yon rich sky,
 They faint on hill or field or river;
 Our echoes roll from soul to soul,
 And grow forever and forever.
 Blow, bugle, blow, set the wild echoes flying,
 And answer, echoes, answer, dying, dying, dying.

71 — DICTATION

Read very carefully the following selection to get the thoughts expressed therein. Pay attention to the various marks of punctuation and the capital letters.

As the teacher dictates it to you, listen to get the groups of words that make complete sense, and fix each group in your own mind before writing it. Never attempt to remember just one word at a time for, in so doing, you miss the entire meaning of the sentence.

Reading

Read with attention. Attention is the fundamental condition of all reading, of all study, of all work properly done.

But, what is the nature of this attention so necessary to our successful accomplishment of any important work? It is the complete concentration of the mind upon the object of thought to the entire exclusion of all other thoughts. Attention is a habit and, like all other habits, to be acquired only by frequent and proper practise — one may live in a state of habitual distraction as well as in a state of habitual attentiveness.

The habit of attention — that habit which we all should seek earnestly to acquire as beings destined to live in society — is the attention that can break off from one subject of thought, pass on to another, and then resume the thread of the reading or conversation where we left it.

And, now, how can such a valuable habit of attention be acquired even by young people who are striving for an education that will fit them for the station in life destined for them by Divine Providence? In the follow-

ing rules I will sum up the various means that have been successfully employed for such a valuable acquisition.

From "Books and Reading" by Bro. Azarias.

Note:

When the teacher has finished the dictation look it over and correct any error you may find. Change Exercise with your classmate and correct his by referring to the text.

72 — DICTIONARY WORK

Dividing Into Syllables

You may use the proper letters in a word and still use them improperly by faulty syllabication at the end of a line. Some pupils, at times, write such words as reference, length, surprising, thus: refere—len—surpri—at the end of the line.

When one has to write a word that is too long for a space at the end of a line, he should write only as many complete syllables of the word as will properly fill that space.

Here is an important rule: Double consonants belonging to the same syllable must never be separated.

Examples

<i>stop</i> , never, <i>sto-p</i>	<i>spill-ed</i> , never <i>spil-led</i>
<i>strength</i> , never, <i>stren-gth</i>	<i>guess-es</i> , never, <i>gues-ses</i>
<i>where</i> , never, <i>whe-re</i>	<i>miss-ing</i> , never, <i>mis-sing</i>
<i>state</i> , never, <i>st-ate</i>	<i>kill-ing</i> , never, <i>kil-ling</i>
<i>moist</i> , never, <i>moi-st</i>	<i>add-ing</i> , never, <i>ad-ding</i>

But when single final consonants are doubled by the addition of a syllable, you may put one of the consonants in the first of the two syllables, and the other in the second syllable; as,

stop, stop-ping	sag, sag-ging	stir, stir-red
run, run-ning	sit, sit-ting	rip, rip-ping
slip, slip-ping	tip, tip-ped	thin, thin-ner

Exercise

Syllabicate and accentuate (place proper mark of accent) the words in the following list. Consult the dictionary when you are in doubt:

beginning	controlling	accommodate
misstatement	fundamental	curriculum
originally	preparation	parallel
occurrence	committee	diphtheria
acknowledge	encyclopedia	circumference

Pronounce slowly and very distinctly the words in the following list:

government	particularly	peculiarly	recognize
suggestion	geography	immediately	accompaniment
library	zoology	burglarize	statistics
temporarily	probably	surprising	history
vegetable	adjective	hundredths	thousandths

Consult your dictionary when necessary for the pronunciation and the meaning of any of the foregoing words.

73 — SUBJECTS FOR COMPOSITIONS ON THE HOLY SACRIFICE OF THE MASS

Write a composition, using the following outline:

Outline**A Sacrifice**

- I. What it is.
 1. Ancient rite.
 2. Kinds of Sacrifices.
- II. What is needed for a sacrifice.
 1. A priest—his function.
 2. An altar—its purpose.
 3. A victim—its destruction.
 4. Kinds of victims.

III. Ends for which it is offered.

1. Adoration, etc.

Make an outline for three paragraphs and write on one of the subjects given below:

1. A Sacrifice.
2. The Sacrifices of the Old Law.
3. The Sacrifice of Calvary.
4. The Sacrifice of the Mass (in general).
5. The Institution of the Holy Sacrifice of the Mass.
6. The Gloria in Excelsis.
7. Prayers at the Foot of the Altar.
8. The Epistle.
9. The Gospel.
10. The Offertory to the Preface (inclusive).
11. The Canon to the Consecration (exclusive).
12. The Consecration.
13. The Pater Noster to the Communion.
14. The Canon (in general).
15. The Communion to the Last Gospel.
16. The Different Kinds of Masses.
17. The Vestments Used at Holy Mass.
18. The Chalice.
19. Value of the Mass.
20. How to Assist at Holy Mass.

Numbers 10-20 may be used as titles for a class talk.

74 — AN EXERCISE IN THE USE OF CAPITALS AND PUNCTUATION MARKS

Copy in your EXERCISE the following sentences, paying special attention to the capitals and marks of

punctuation. Give the reason for the use of each capital and mark:

1. The shouts of revelry had died away; the roar of the lion had ceased; the last loiterer had retired from the banquet; and the lights in the palace of the victor had been extinguished.
2. And Jesus said to him: "Go thy way, thy faith hath made thee whole." And immediately the blind man saw, and followed Him in the way.
3. Then Jesus said to His disciples: "Amen, I say to you, that a rich man shall hardly enter into the kingdom of heaven." And again I say to you: "It is easier for a camel to pass through the eye of a needle, than for a rich man to enter into the kingdom of heaven."
4. You may swell every expense, and strain every effort, still more extravagantly; accumulate every assistance you can beg and borrow; traffic and barter with every little, pitiful prince that sells and sends his subjects to the shambles of a foreign country; your efforts are forever vain and impotent.
5. Send it to the public halls; proclaim it there; let them hear it who heard the first roar of the enemy's cannon; let them see it who saw their sons and their brothers fall on the field of Bunker Hill; and the very walls will cry out in its defense.
6. O'Connell asks, "The clause which does away with the right of trial by jury — what, in the name of Heaven, is it, if it is NOT the establishment of a revolutionary tribunal?"

Exercise

Rewrite the following in your EXERCISE, using correctly capital letters and marks of punctuation:

1. dont neglect in writing to dot your *is* and cross your *ts* and make your *gs* unlike your *ys* and dont in speaking omit the *hs* from such words as head and hand and which and when and never put *rs* in law and saw and jaw
2. the advice ran thus take care of the pennies and the dollars will take care of themselves and some one has said also take care of the minutes and the hours will take care of themselves
3. this bill this infamous bill the way in which it has been received by this house the manner in which its opponents have treated the persons in favor of it all these things dissipate my doubts
4. Kennedy taking a handkerchief edged with gold pinned it over her eyes the executioners holding her by the arms led her to the block and the queen kneeling down said repeatedly with a firm voice into thy hands o lord i commend my spirit

75 — REVIEW OF RULES FOR CAPITALS

1. The name of God, any name applied to God and all pronouns referring to God must begin with a capital letter; as,

1. My dear Lord, Thou art kind and infinitely good to me.
2. I love Thee, dear Jesus, with all my heart.
3. "Our fathers' God, to Thee, Author of liberty, to Thee we sing!"
4. Praised be Thy Name, O Jesus, Savior of my soul.

2. Begin with a capital letter,
 - (a) The first word of every sentence.
 - (b) The first word of every line of poetry.
 - (c) The first word of a direct quotation.
 - (a) The boys are very good. The girls are good also.
 - (b) "Poems are made by fools like me,
But only God can make a tree."
 - (c) The poet said, "Lives of all great men are models for ours."
3. Write I and O with capitals when they stand alone. Write *oh* with a small letter unless it is the first word in a sentence, or of a line of poetry.
4. Begin with a capital letter the names of the days of the week, the months of the year, holidays, holy days, and special occasions; as,

Friday, September, The Nativity of our Blessed Lady, Arbor Day, Election Day, Inauguration Day, The Harvest Festival, Easter, Christmas, Safety Week, Mothers' Day, Armistice Day.
5. The names of the seasons begin with a small letter; spring, summer. When the words north, east, west, south, mean parts of a country or of the world they begin with a capital; as,

The Wise Men came from the East.
The North and the South fought each other.
6. Common nouns begin with capital letters when they become parts of proper nouns; as, river, city, state, aunt, park, church, school; as,

The Hudson River, New York City, New York State, my Aunt May, St. Joseph's Church, St. Peter's School.

7. The following should begin with capital letters:

(a) Important events in history; as,

The World War.

The Babylonian Captivity.

The Fugitive Slave Law.

(b) State papers and laws; as,

The Constitution of the U. S.

The Treaty of Ghent.

The Volstead Act.

(c) The familiar names for the Flag, or for the country; as,

(a) Old Glory.

(b) The Red, White and Blue.

(c) The Star-Spangled Banner.

(d) Columbia, the Gem of the Ocean.

(e) The New World.

(f) Our Union, the Nation.

8. Names of political, religious, and social bodies begin with capitals; as,

The Democratic Party, The Baptists, The Unitarians,
The Masons' Lodge, The Labor Union, Association for
the Improvement of the Poor, The St. Vincent de Paul
Society, Knights of Columbus, Catholic Charities.

Why the use of capitals in,

He is a Senator of the United States,

Mr. Taft is the Chief Justice of Supreme Court,

He is the President of the U. S.,

He is the Governor of the State of New York?

REVIEW

1. Give three words in which you use the following prefixes:

dis	pre	ante	inter
mis	re	anti	ir
pro	un	trans	in

2. Give oral sentences in which you use each of the words formed by the foregoing prefixes.

3. Name the words in the following list that are improperly syllabicated, correct each, and quote the general rule:

stop-ping	runn-ing	thin-ning
spel-ling	jump-ing	streng-th
sag-ging	kil-ling	lau-gh

4. Divide the following words into syllables:

library	burglarize	zoology	leopard
parallel	adjective	curriculum	garland
history	recognize	umbrella	gangrene

5. Give oral sentences in which you use the past participles of each of the following verbs:

spring	swim	lie (rest)	sit
write	tear	swear	set
throw	lay	take	sing

6. Give oral sentences in which you use the past tense of each of the foregoing verbs.

7. Use the past participle of any of the foregoing verbs in oral sentences; name the word modified by the past participle.

8. Quote from memory one stanza of Tennyson's Bugle Song.

9. Check the ungrammatical expressions in each of the following, and give reasons therefor:

- (a) I've got a bad headache.
- (b) I saw him when he did it.
- (c) He works more better now.
- (d) She must of forgot her book.
- (e) He had ought to know more.
- (f) I could of went to church.
- (g) I like to be in school.
- (h) You may leave now, John.

10. Rewrite the following sentences, using the comma properly:

- (a) The farmer prepares the soil he plows the land he sows the seed and he reaps the harvest.
- (b) I caught three large trout and three large pickerel got away.
- (c) All the pupils in our class are good students but John and Catherine are the very best.

11. Give the definition of a co-ordinate conjunction; use the following co-ordinate conjunctions in oral sentences

and	or	yet	however
but	nor	hence	also

12. Use the following subordinate conjunctions in oral sentences and in each case tell why it is subordinate; as,

because unless while for



BOOK THREE
Eighth Year, Second Half



Brown Bros. Photo

By Mme. de Chatillon

Joan of Arc

EIGHTH YEAR, SECOND HALF



1 — LIFE OF ST. JOAN OF ARC

In order to write on the subjects given, it will be necessary to read the Saint's life, by Rev. Denis Lynch, S. J., published by Benziger Brothers, New York.

Write a composition, using the following outline:

Childhood of Joan of Arc

- I. When and Where Born.
 - (a) Her Parents.
 - (b) Her Simple Piety.
 - (c) Her Occupation.
- II. Her Visions.
 - (a) What They Told Her.
 - (b) Strange Mission.
 - (c) Her Faith and Courage.
 - (d) God's Will for Her.
- III. Farewell to Domremy.
 - (a) For God and Country.

Make an outline and write on any one of the subjects given below:

1. Childhood of Joan of Arc.
2. Conditions in France.
3. Visions from Heaven.
4. Joan's Simple Piety.
5. Her Wonderful Mission.
6. Charles VII the Uncrowned King.
7. Joan Before Charles VII.
8. Joan Leads an Organized Army.

9. The Maid of Orleans' Victories.
10. Coronation of Charles.
11. Her Capture at Battle of Compeigne.
12. Her Trial and Condemnation as a Witch.
13. Her Death at Rouen.
14. A Description of Joan as Head of the Army.
15. A Character Sketch of Joan of Arc.

Numbers 10-15 may be used as titles for oral composition.

2 — THE RESTRICTIVE CLAUSE

A subordinate clause may be so closely related to the rest of the sentence that it cannot be omitted without rendering the sense incomplete. For example, in the sentence,

Here is the watch that my father gave me.

If we omit the subordinate clause in the above, we fail to give the complete thought which we desired to express.

Notice that each of the subordinate clauses in the following is needed in order to have complete thought expressed:

1. My mother inquired as to whether or not I knew my lessons. (Tells about what mother inquired.)
2. My sister acts as if she were sick. (Tells how she acts.)
3. John said he would be here on time. (Tells what John said.)
4. He was so weak that he had to sit down. (Tells how weak he was.)
5. This is the little boy whose mother died. (Tells what boy.)

Definition:

A *subordinate* clause that cannot be omitted without rendering the thought of the sentence incomplete is called a *Restrictive Clause*.

Write that definition in your EXERCISE and study it.

Exercise

Name the Subordinate Clause in each of the following sentences and tell which is Restrictive, giving reasons therefor in each case:

1. He will not stop, though I told him to do so.
2. The exercise that Mary has deserves much praise.
3. We all know that our Divine Lord loves us dearly.
4. He is a good Catholic who tries to hear Mass every day.
5. A good citizen is one who lives according to the laws of his country.
6. A true patriot never denies liberty of action to his fellow men who differ from him in religion.

Note:

The Restrictive Clause is also called the **ESSENTIAL CLAUSE**.

Can you tell why it is so called?

Exercise

Give five sentences in which the subordinate clause is restrictive.

Write five sentences in which you have non-restrictive clauses.

Can the principal clause ever be restrictive? Give the reason for your answer.

In what kind of sentences do we have restrictive clauses?

Give the essential difference between a complex and a compound sentence.

3 — PUNCTUATION OF CLAUSES

The *comma* has been likened to signals between the writer and the reader. The writer signals by his commas to the reader just how he wishes to be understood. Of course, if the reader pay little or no attention to these signals he will fail to grasp the meaning of the writer. If you happen to be the writer, and you neglect to give the correct signals, your meaning will not be made clear to the reader.

Copy the following sentences in your Exercise:

1. The pupil who writes the most newsy articles for our class paper is placed upon the Staff.
2. Mary Brennan, who writes the most newsy articles, has been put on the Staff.

Now draw a line through the adjective clause in sentence 1. Draw another line through the adjective clause in sentence 2.

Which sentence has lost the more meaning by having the adjective clause deleted or struck out?

In which sentence does the adjective clause seem to be the more essential?

In which of the two original sentences is the adjective clause separated from the antecedent by a comma?

In which sentence is the restrictive clause?

Rule:

The *non-restrictive* clause is always set off from the rest of the sentence by a comma or commas.

If the non-restrictive clause comes in the middle of the sentence, place a comma before and after the clause.

Write the above rule in your Exercise and study it.

The *restrictive* clause is *Not* set off by commas from the antecedent.

Exercise

Name each subordinate clause in the following sentences, and tell which is essential to the meaning of the rest of the sentence, and which is not so, i. e., name the *Restrictive* Clause wherever it occurs; carefully note the punctuation of each clause whether it be Restrictive or Non-Restrictive:

1. That little boy who has just spoken will be rewarded.
2. My little sister, Mary, fell on the pavement, which was very slippery.
3. The hardest metals are flexible when they are red-hot.
4. My mother asked me for a glass of the morning's milk, which I found in the ice box.
5. We must never forget the goodness and the generosity of our *Divine Lord, Who loves us with an infinite love.*
6. Only those pupils who study well can ever hope to succeed.
7. Our watch dog, which always barks when he hears a noise, was very quiet during the last week.

4 — PARENTHETICAL EXPRESSIONS

Notice the words set off by a comma or commas in the following sentences:

1. I am, *indeed*, very well acquainted with him.
2. He was in error, *it appears*, and acknowledged his fault.
3. *At all events*, we are free to choose the best life.

The words in italics do not modify either subject or predicate in the sentences in which they occur.

They are used only as marks of comment or emphasis. Such words or groups of words are called *Parenthetical Expressions*.

You will find in your dictionary that "parenthetical" means, "placed in beside."

Definition:

A Parenthetical Expression is a word or a group of words belonging to neither the subject nor the predicate, and used by way of comment, emphasis or explanation.

Write that definition in your Exercise and study it.

Exercise

Point out the parenthetical expressions in each of the following, and tell whether it be a word, a phrase or a clause:

1. Charles Carroll of Carrollton was, indeed, a true patriot.
2. You may say as you wish, but, at any rate, he never betrayed his country to the enemy.
3. Washington, so it appears, was very sorry to be obliged to reprimand Benedict Arnold for his misconduct.
4. This delicacy on the part of Washington was, to my way of thinking, very commendable in him.
5. I know, in fact I am certain, that Christ founded the Catholic Church.
6. You may, if you so desire, write your composition with pencil.
7. You will do better, however, by writing with a pen.
8. To be candid, I intend to go to Mass every morning in Lent.

5 — PUNCTUATION OF PARENTHETICAL EXPRESSIONS

Parenthetical expressions are set off from the rest of the sentence by the comma, if the reference is connected closely with the sentence, as in the foregoing Exercise.

It is set off by the dash, “—,” if the expression is a sudden or an abrupt insertion; as,

This doctor — I forget his address — is a specialist.

It is set off by the parenthesis () only when it is sudden, or an abrupt explanation; as,

Doctor Jones (you know him) is my dear friend.

He betrayed West Point (page 128, American Rev.).

In the evening, when the chores were all done and all was made snug within the kitchen (the nights being now very cold and stormy), we sat by the hearth and listened to grandfather telling stories.

During these years (1775-1781) the colonists endured, beyond the power of words to describe, hardships of cold and hunger.

Exercise

Carefully distinguish between the parenthetical and the appositive expressions in the following:

1. New York is, according to the last census, the most populous state in the Union.
2. New York, the most populous state in the Union, is rich in agricultural and mineral resources.
1. The Titanic, a great ocean liner, struck an iceberg.
2. The Titanic (I remember well) struck an iceberg.
1. All business is suspended on July 4, the birthday of the Nation.
2. July 4 is, as you well know, the birthday of the Nation.

1. The poor old man cômes regularly (for what reasons I know not) to the entrance of the subway.
2. That poor old man, the one at the entrance to the subway, is there every day at ten o'clock.
1. The little salute, the most common thing in a soldier's life, is very often misunderstood by people in civil life.
2. The soldier's salute is, in very fact, a custom which comes down from the days of chivalry and knighthood.

Neither the Parenthetical clause, nor a noun in apposition is a necessary part of the main thought in a sentence.

But these parenthetical expressions, while not absolutely essential to the meaning of a sentence, do add something to the main idea; as, in sentence 1, in the foregoing, the expression, "according to the last census" seems to strengthen the main statement, "New York is the most populous state in the Union."

Parenthetical expressions are to be read in a lower tone than the rest of the sentence.

6 — EXERCISES IN PUNCTUATING

Punctuate the following expressions in italics in as many ways as you can, giving reasons for each punctuation:

1. Mary *the fourth girl on the line* is a good student.
2. Patrick *who liked to play ball* did not like to study much.
3. I saw her *Mary Henderson* as she sauntered along the street.

4. I feared to go down into the cellar *a dark dreary place* unless my brother came down with me.
5. John, I am not satisfied *for many reasons* with your conduct.

Use the following parenthetical expressions in sentences so as to add force to each statement; punctuate correctly:

on the contrary	by the way
as a matter of fact	well, to begin with
as a result	other things being equal
consequently	on my word of honor
in the first place	figuratively speaking
as you well know	as to the rest

7 — EXPRESSIONS OUT OF THE NATURAL ORDER

Any part of a sentence out of the normal or natural order is to be separated by a comma.

Copy the following sentences, noting the punctuation. Tell what would be the natural or normal order in each instance:

1. With a single jump, he was out of the window.
2. My sister made me little presents, inexpensive, but very acceptable.
3. Having worked hard all day, my father was fatigued and weary.
4. However difficult your task may be, accomplish it cheerfully.
5. Fourscore and seven years ago, our fathers brought forth on this continent a new nation.
6. While I was waiting for the bell to ring, I prepared my algebra.

7. Kneeling before the Blessed Sacrament, I felt safe and grateful.
8. Outside, the wind was howling; inside, we were happy and smiling.
9. No one, till he is in the situation, can realize what it means to lose a loved one by death.

Questions on the Above:

1. Substitute an equivalent phrase for "out of the window."
2. What kind of phrase is "with a single jump?"
3. Give the case of each noun and pronoun in sentence 2.
4. Give all the modifiers of "father" in sentence 3.
5. What part of speech is "however" in sentence 4?
6. Give the mood and the tense of "accomplish" in No. 4.
7. What is the syntax of "while" in No. 6?
8. Give the syntax of the phrase in No. 7.
9. Give the noun clause in No. 9.
10. Name the adverbial clause in No. 9.
11. Give the complex sentences in the foregoing, naming the principal and the dependent clause in each sentence.

8 — HELPS FOR PUNCTUATING DIRECT QUOTATIONS

- A. Whenever you write the exact words of some one you must enclose them within the quotation marks, " ."
1. He said, "Patrick, you should not do that."
 2. Patrick replied, "Well, I do not see why."

B. When the quotation is broken by some words not actually quoted you should enclose *each* part of the quotation within the marks.

1. "This apple pie," said my mother, "was made for you, Mary."
2. "Do you know, John," asked my father, "who used my razor?"

C. An unbroken quotation of more than one sentence requires only one set of quotation marks.

1. The clerk asked, "Will this shade do you? Is it the right one for your purpose?"
2. My mother answered, "No, it will not do. I will search elsewhere for what I wish."

D. Begin every quotation with a capital letter. Do not begin the second part of a quotation with a capital, unless it begins a new sentence, or for some other reason; as, *I* and *O*. (Refer to C.)

9 — CORRECT USAGE

As — As So — As

In written or oral descriptions, the words AS-AS, and SO-AS, are frequently misused. Notice the following correct usage:

1. John is not *so* tall as his brother, Henry.
2. Mary is *as* studious as her brother, Patrick.
1. Arithmetic is not *so* difficult for me as grammar.
2. Algebra is *as* easy for me as English.
1. My father is not *so* wealthy as my uncle.
2. My brother is *as* gentle as my sister, Catherine.

You have noticed in the foregoing that in negative expressions we use *So*; but we use *As* in the positive comparisons.

Exercise

In the following sentences there are three incorrect uses of *So-As*, and *As-As*. Point them out, telling why they are incorrect.

1. He is as slow to decide as he is quick to understand.
2. Nothing is as important in life as to end it well.
3. No person is so foolish as he who neglects his own soul.
4. Nothing makes a person as happy as does the practice of charity.
5. No man is so much to be admired as the truly virtuous.
6. My father does not treat me as gently as my mother does.
7. The witty speaker said, "Some schools behave as disorderly as Congress."
8. Henry is not so quick at figures as his sister Mary is.
9. Are we as grateful to our Divine Lord as we should be?
10. The Liliputian was as tall as my thumb. (Gulliver's Travels.)

Use *As* or *So* in the blanks in the following sentences:

1. The sunset this evening was not _____ beautiful as was the sunrise this morning.
2. My mother said to me this morning, "Mary is _____ handsome as a little doll."
3. Our little canary is lonesome, and it does not sing _____ sweetly as he used to sing.
4. He looks _____ gloomy as the prisons in London Tower.
5. No other child is _____ dear to a mother as is her own son or daughter.

6. The smile of the child seemed —— beautiful as that of an angel.

7. No one should be —— happy as the good.

The words *So* is sometimes used as an equivalent of *therefore*; *as*,

1. John was absent from school yesterday, so (therefore) he brought an excuse this morning.

2. It was raining this morning, so (therefore) I brought an umbrella with me.

3. God loves us very much, so (therefore) we should love Him.

Caution:

Do not use the word *So* unnecessarily or too frequently, *as*,

The picnic came at last. So I went with my brother. And so we had a nice dinner. So the waiter gave me a dish of ice cream. And so we had a nice boat ride. And so I came home well pleased.

Omit the various *So*'s in the foregoing and similar cases.

10 — “AS” AND “BUT”

The word *As* is usually an adverb or a conjunction, and the word *But* is sometimes a conjunction or a preposition. They are used as such in the following sentences:

1. His hair was as white as snow. (adverb)
2. We should love God *as* He is so good. (conjunction)
3. God is good, *but* He is also just. (conjunction)
4. I can do all *but* (except) the last one. (preposition)

But notice the function of *As* and of *But* in the following:

- (a) 1. Choose such *as* you wish. (those *that* you wish)
2. I have the same hopes *as* he. (*that* he has)

- (b) 1. There is no pupil here *but* thinks as I do. (who does not ——)
2. There is no man *but* does more good than harm. (who does not ——)

It is clear that the word *As* in each sentence of (a) has the function of a relative pronoun, the equivalent of *that*. Its syntax is, therefore, the same as the relative pronoun *that*.

The word *But* in each sentence of (b) has the same meaning as a relative pronoun and the negative *not*. Its syntax is, in all such sentences, that of the relative pronoun.

Exercise

Parse the words *As* and *But* in each of the following sentences:

1. There is no fireside, howsoe'er well attended, *but* has one vacant chair.
2. There is no flock, no matter how well cared for, *but* has at least one black sheep.
3. Marconi is of the same nationality *as* Christopher Columbus.
4. The dog is not of the same species *as* the cat.
5. My mother gave the poor old man such help *as* she could give.
6. Such of you *as* have finished may now leave the room.

Note:

There is a distinction between, "*The same as*" and "*The same that*" as in the following:

1. My book is the *same as* yours. (like yours, similar)
2. I had the *same book that* you had. (the identical book)

1. Our house is the *same* as yours. (similar to yours)
2. I saw the *same* man *that* you saw. (the identical man)

Caution:

Beware of using *Like* when you should use *As*, *As if*, or, as though.

1. The girl looked *like* she would faint. (say, *as if* she would _____)
2. Henry, please hold your pen *like* I do. (say, hold *as* I do)
3. It *seems like* I had made a mistake. (say, *as if* I _____)
4. You talk and act *like* your brother. (correct. Why?)
5. He is very much *like* his little sister. (correct. Why?)
6. It looks *like* it will snow or rain. (say, *as if* it will _____)
7. “Who is *like* unto God?” said the Archangel Michael. (correct)

11 — “WHERE” AND “WHEN”

The words, *where* and *when* are usually adverbs, or connectives, as in the following sentences:

1. Patrick, *where* did you leave the dictionary?
2. Mary, please let me know *when* you intend to listen.
3. *When* did you go to Confession, Michael?
4. Fools rush in *where* angels fear to tread.

Name the sentences in the foregoing in which the words *where* and *when* are used as connectives.

Analyze sentence 2, and parse each word in it.

When the words *when* and *where* are connectives, they usually connect an *adverbial clause* with the principal clause. These two words may also be used with an *adjective clause* which describes a noun; as,

1. There was a time *when* I could not say the alphabet.

2. I often go to the chapel *where* our Divine Lord resides.
3. The treasure was hidden at a spot *where* no one could find it.
4. Temptation is a time *when* we should pray earnestly.

Note:

"*When*" and "*Where*" used as they are above, are sometimes called pronominal adverbs. Why are they so called?

The dependent clauses in the foregoing are adjective clauses, and they are connected with the nouns modified by the adverbial pronouns *when* and *where*.

These two adverbial pronouns in the foregoing sentences may be replaced by a prepositional phrase in which there is a relative pronoun; as,

1. There was a time at *which* I could not say the alphabet.
2. I often go to the chapel *in which* our Divine Lord resides.
3. The treasure was hidden at a spot *in which* no one could find it.
4. Temptation is a *time during* which we should earnestly pray.

Note:

"*When*" and "*Where*" express not only time and place, respectively, but relate to nouns; then they are called adverbial pronouns.

Exercise

The connectives in the following sentences are *when*, *where* and *why*; tell which dependent clauses are adjective and which are *adverbial*, giving the reasons therefor:

1. I have often visited the house *where* John Adams was born.

2. Night is the time *when* the beasts of the forest begin to prey.
3. Spring is the season *when* all nature seems glad.
4. The farmer ploughs the land *when* the spring has come.
5. Experience is a school *where* men may learn wisdom.
6. A good child listens respectfully *when* his mother speaks to him.
7. I cannot tell *why* he does not come.
8. Heaven is our happy home *where* there will be no sorrow.
9. There are times *when* our brain becomes tired with study.
10. There are many reasons *why* I cannot go.

Read the foregoing sentences, changing the connective words into prepositional phrases with a relative pronoun wherever it can be done.

Analyze the sentences in the foregoing in which the dependent clause is *adverbial*.

Change any five of the foregoing complex sentences into simple sentences having the original meaning.

12 — EXPLETIVES

1. The Expletive, *There*.

You will notice that we may rewrite the following sentences and omit the word *there* without changing the meaning.

1. There are a great many boys here.
Many boys are here.
2. There is a light in the window.
A light is in the window.
3. There is a boy at the door.
A boy is at the door.

Name the subject in each of the foregoing sentences. The word *There* is *not* essential to the sentence.

Notice, also, that the word *There* in the foregoing sentences is not an *adverb*.

Show why THERE is an adverb in the following sentences:

1. I met John at the depot; he was *there* to meet his mother.
2. Henry, you may stand over *there* near the window.
3. We should strive to gain heaven; *there* we shall meet our dear ones.
4. Catherine kneels before the statue of our Blessed Mother and prays *there* fervently every morning.

When the word THERE is used merely to fill out the sentence without adding anything to its meaning it is called an *Expletive*. This word expletive means, a *Filler*.

2. The EXPLETIVES, *Now, Well, Then*.

What is the function of these words in each of the following?

- (a) 1. Then it is our duty and also our privilege to love and serve God.
2. Now it is a sad thing to see a person neglecting his soul.
3. Well, it is wise to prepare in time for death.

The expletive in each of the preceding sentences are not adverbs, as they do not perform the functions of adverbs. These sentences may be recast and the above expletives omitted without losing any of the thought implied; as,

- (b) 1. It is our duty to love and serve God.
2. It is sad to see a person neglecting his soul.
3. It is wise to prepare for death in time.

The words, *now*, *well* and *then* in each sentence of (a) serve merely to fill out the sentence as to sound, but imply no additional thought; in all such cases these words are called *Expletives*.

Exercise

Use the Expletives in the following and fill in the blanks with the correct verb:

1. There _____ no greater American than Charles Carroll.
2. There _____ too many self-styled patriots here now.
3. In our school there _____ many good, pious children.
4. _____ there any candy in that box, Mary?
5. Now it seems as if there _____ as many mosquitoes as there _____ sands on the seashore.

Rewrite the following, omitting the Expletives:

1. Are there any statues in your class?
2. Now it is a strange sight to see the moon and the sun in the sky, at the same time.
3. Then it is not easy for an old dog to learn new tricks.
4. Well, it is good to be charitable.
5. Well, I saw him yesterday.
6. Well, now, then, you are right.

13 — CORRECT USAGE

Verbs

Study the principal parts of the following verbs. Never use the past of a verb with an auxiliary, and, never use the past participle as a predicate verb without an auxiliary:

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
eat	ate	(is, has, was) eaten
fall	fell	(are, have, etc.) fallen

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
freeze	froze	frozen
give	gave	given
go	went	gone
hurt	hurt	hurt
lead	led	led
lie (rest)	lay	lain
lie (falsehood)	lied	lied
ride	rode	ridden
rid	rid	ridden
see	saw	seen
set	set	set
sit	sat	sat
lay	laid	laid
speak	spoke	spoken
swim	swam	swum
throw	threw	thrown
write	wrote	written
tear	tore	torn

Give oral sentences in which you use the past tense of the verbs in the preceding list. (Use no auxiliary.)

Use the past participle of the verbs in the foregoing list in oral sentences. (Use an auxiliary.)

Correct the three incorrect forms in the following sentences, giving reasons for your correction:

1. I have spoken to Henry about our picnic.
2. I have *wrote* to you three times within a month.
3. Some one has *took* my exercise book.
4. That boy has deliberately torn the pages of his book.
5. John, please come and *set* here near my desk.
6. He was so sick that he had to lie in bed all day.

7. I went to Mass after my mother had gone to the store.
8. It is not pleasant to say that he lied to me.
9. When the boiler burst I was hurt very badly.
10. He lay where he had fallen, and he was frozen to death.

14 — MOST, ALMOST

Almost means nearly, and is usually an adverb. *Most* means the majority, and is usually an adjective or an adverb.

It is almost ten days since we met. (nearly)

Most pupils are good and studious. (The majority) (adjective)

Fill the blanks in the following sentences with *almost* or *most* as the meaning may require:

1. Are you —— finished with your English work, Mary?
2. She is the —— polite girl in the class.
3. The winter is —— over.
4. I think —— children try to obey and love their parents.

REVIEW

Study the preceding lessons until you are familiar with what is contained therein. Unless you can obtain ninety per cent in the following questions, you should go over all the lessons again.

1. Give the definition of a restrictive clause.
2. Write three sentences each containing a restrictive clause.
3. Is a restrictive clause ever a principal clause? Why? or Why not?
4. In what kind of sentence is a restrictive clause found?

5. What other name is sometimes given to a restrictive clause?
6. Is the restrictive clause set off by commas from the rest of the sentence? Illustrate by writing three sentences.

Point out the restrictive clause in each of the following and tell why it is restrictive:

1. The girl who dropped that pencil will please pick it up.
2. The rose that is on our little altar was given by Mary.
3. The child who is obedient to his parents will be blessed.
4. I like the study of English, for I find it easy and very interesting.
5. He picked the berries that were ripe.
6. He picked the berries, which were ripe.

Give the definition of a Parenthetical Expression.

Give sentences to illustrate the use of parenthetical expressions using, (a) a word, (b) a phrase, (c) a clause.

Use the following expressions in sentences as parenthetical:

- | | |
|-------------------------|---------------------------|
| 1. on my word of honor. | 4. as to the rest. |
| 2. as a matter of fact. | 5. in the first place. |
| 3. as you well know. | 6. figuratively speaking. |

When are the parenthetical expressions (Asides) separated only by a comma from the rest of the sentence? Illustrate.

Why are the groups of words enclosed in parentheses in the following?

1. Father Brown (you know him) is a great friend of mine.

2. This Missionary (I forget his name) has just arrived from the Fiji Islands where cannibalism once existed.
3. During all these years (1860-1865) a most unrelenting Civil War raged between the North and the South.

Tell which is appositive and which is parenthetical in the following:

1. Rhode Island, the smallest state in the Union, is one of the New England group.
2. July 4 is, as we well know, the birthday of the Nation.
3. I saw him (Patrick Brennan) as he sauntered down the avenue.
4. The Titanic, a great ocean liner, struck an iceberg and was lost.

Give the rules for the punctuation of the following sentences:

1. Our teacher said, "Mary, you should not do that."
2. Mary answered petulantly, "Well, I do not see why."
3. "This cake," said my dear mother, "was made for you, Sarah."
4. The clerk asked my mother, "Will this color suit your purposes? Shall I show you another one?"

Give reason for the use of As-As, and So-As, in the following:

1. My mother is not so old as my aunt.
2. My mother is as old as my uncle.
3. Arithmetic is not so difficult for me as grammar is.
4. Mary is as studious as her brother Thomas.

Use *As* or *So* in the following blanks correctly:

1. No other boy is —— dear to a mother —— is her own son.

2. Our canary is lonely, and it does not sing —— sweetly as it used to sing.
3. No person should be —— happy as he who is good and holy.
4. Patrick is not —— quick at figures —— his sister Susan is.
5. My brother Henry is not —— gentle as my sister Catherine is.

Give the syntax (function) of the word *So* in the following:

1. Is that so?
2. So, you will go there?
3. It is so sad to see him suffer.
4. John was absent from Mass last Sunday, so he brought the Principal an excuse this morning.
5. Our Lord loves us very much, so we should love Him very much.

Point out the relative pronoun in each of the sentences following:

1. He may have such as he chooses.
2. There is no fireside, howsoe'er well attended, but has one vacant chair.
3. It has been said that there is no man but does more good than evil in his lifetime.
4. Such of you as have finished the examination may leave.

Note—"As" cannot be used as a relative pronoun unless it be preceded by *such*.

"But" is not used as a relative unless it be preceded by *no*.

Give the distinction between the two sentences in each set below:

1. My skates are the very same as yours, Peter.
2. Peter, I have the same skates that you had, yesterday.
1. Our house is the same as yours, and I like it very well.
2. I met the same man that you say you met Thursday.

What word is incorrectly used in the following? Use the proper word:

1. That child looks like it would faint. See her tremble.
2. "Who is like unto God?" said Michael, the Archangel.
3. Mary is very much like her little brother, Henry.
4. It looks like it would snow or rain today.
5. We are Catholics; we should act like Catholics.
6. Patrick, please hold your pen like I do.

Give the syntax (function) of the word LIKE in each of the following sentences:

1. I like to go to Mass every morning.
2. Mary is very much like her mother.
3. The Assyrian came down like a wolf on the fold.
4. Like begets like.
5. They have like chances.

Give the syntax of BUT in the following sentences:

1. I go, but I return.
2. All but him had fled.
3. There is no flock but has one black sheep.
4. There is but one thing for us to do.

Give the syntax (function or use) of the subordinate clauses below:

1. There was a time when I could not recite the alphabet.
2. I have visited the house where John Adams was born.
3. I often pay a visit to the Chapel where our Lord is.
4. There are times when our brains become tired with study.
5. That is the reason why I went.

Substitute a phrase for each connective adverb in the foregoing.

15 — THE COURTSHIP OF MILES STANDISH

Outline

- I. The lonely Captain of Plymouth.
 1. Alden's message to Priscilla.
 2. Priscilla's reply.
 3. Its effects on Standish.
- II. Indian uprising.
 1. Standish sets out.
 2. Skirmishes and report of Captain's death.
- III. The marriage.
 1. The surprise.
 2. Standish reconciled.
 3. The bridal procession.

Miles Standish, the Captain of Plymouth, was very lonely after the death of his good wife, Rose. He had long admired Priscilla. But he was not skilled in the language of courtship, and therefore sent John Alden, his young friend, to propose for him. Alden pleaded most earnestly for the Captain, but it was all to no pur-



Brown Bros. Photo

Priscilla and John Alden

pose. Priscilla rejected the proposal and said, "Why don't you speak for yourself, John?" When Standish heard of this, he flew into a rage, for he felt that Alden undid him.

At this time the Indians went on the warpath, and the Captain went out to meet them. After many skirmishes, it was reported that Standish was killed.

Now that the Captain was gone, John Alden and Priscilla were married in the village church. As they walked down the aisle, after the ceremony, lo! there stood Standish waiting to greet them. He forgave Alden and wished him well. Then the bridal procession wended its way to the new home.

Make an outline and write on any one of the following:

1. A Description of Miles Standish.
2. A Description of John Alden.
3. Plymouth in Early Days.
4. The Captain's Praise of Cæsar.
5. The Lonely Life of the Captain.
6. Priscilla.
7. John Alden's Message.
8. Alden Alone on the Seashore.
9. The Captain's Anger.
10. The Indian Uprising.
11. The Sailing of the Mayflower.
12. The March of Miles Standish.
13. Alden and Priscilla on the Seashore.
14. Standish's Encounter with the Indians.
15. The Spinning Wheel.
16. The False Report.
17. The Wedding Day.
18. The Captain's Return.
19. Miles Standish Reconciled.
20. The Bridal Procession.

Numbers 11-20 may be used as titles for oral composition.

16 — THE INFINITIVE

The Infinitive is a form of the *verb* that has some of the properties (qualities) of the *noun*.

This is seen in the following sentences:

1. *To die* is the common debt of humanity.
2. *To eat* is a necessity.
3. *To surrender* to the enemy, would have been disgraceful.

Each of these infinitives (to die, to eat, to surrender) is a verb, for each of them expresses action.

But they are also nounal, for each of them is the subject of the sentence; besides, an ordinary Gerund or verbal noun may be used for each of the infinitives, as,

1. *Dying* is the common lot of humanity.
2. *Eating* is a necessity.
3. *Surrendering* would have been disgraceful.

Definition:

The Infinitive as subject, object or attribute, is a *verb-form* which has the nature of a noun.

Write that definition in your Exercise and study it.

Note:

The preposition TO is called the *sign* of the Infinitive.

17 — THE INFINITIVE USED AS A SUBJECT

Point out the subject in each of the following, telling why it is the subject and what it is called:

1. To write clearly is a valuable accomplishment.
2. To pray well is a duty for every person.
3. To obey immediately is a child's duty.

4. To serve properly at Mass is an honor.
5. To love God well is a great blessing.

Each infinitive in the above sentences is modified by an adverb; point out each adverb.

The subject of a sentence is in the nominative case, when it is a noun or a pronoun.

The subjects in the above five sentences are infinitives and have *no case*.

18 — THE INFINITIVE USED AS OBJECT

Point out the object in each of the following:

1. I like to say my prayers. (infinitive phrase)
2. I want to improve.
3. He promised to pay.
4. John tried to sing.
5. Mary wished to study.

The object of a verb or of a preposition is in the objective case if it be a noun or a pronoun.

The objects in the above five sentences are infinitives and have *no case*.

Note:

Only nouns and pronouns have case.

Caution:

Do not separate the two parts of the infinitive by a modifier; as, *To badly say prayers should be, To say our prayers badly.*

19 — INFINITIVE USED AS ATTRIBUTE

Notice how the infinitive is used in the following:

1. My ambition is *to go* there.
2. The noblest vengeance is *to forgive*.

3. His policy was *to wait*.
4. Their desire is *to do right*.
5. John's delight is *to travel*.

The predicate verbs in the above sentences are the neuter verbs, *is* and *was*.

The infinitive in each sentence completes the predicate and refers back to the subject, and is, therefore, the **ATTRIBUTE**.

The attributes in the above sentences have *no case*; only nouns and pronouns have case.

Caution:

Do not confuse such modifying phrases as the following with infinitive verbs:

- John walks *to church*.
 He speaks gently *to his mother*.
 He prays *to the Most Blessed Virgin*.

20 — THE INFINITIVE USED AS MODIFIER

The infinitive modifies a noun in each of the following:

1. It is a trap *to catch rats*. (infinitive phrase)
2. He saw his opportunity *to advance*.
3. He made a promise *to amend his life*.
4. A desire *to please* makes good friends.
5. His determination *to go* was commendable.

Point out the infinitive in each of the above and tell why each is an adjective modifier.

The infinitive is used as an adverbial modifier in each of the following sentences:

1. John is eager *to win*. (modifies the adjective, *eager*)

2. I shall be glad *to do it*. (modifies *glad*, an adjective)
3. He is able *to swim*. (modifies the adjective, *able*)

A word, a phrase, or a clause that modifies an adjective is an adverbial modifier.

Tell why the infinitive in each of the three sentences above is an adverbial modifier.

Exercise on Infinitives

Select the infinitives and the prepositional phrases in the following:

1. We should love to pray.
2. Mary went to church this morning.
3. To serve God is our first duty.
4. I like to write compositions.
5. Her command was, "To school with you."
6. Every child has a chance to improve.
7. He is very anxious to please.
8. She comes to school every day.
9. He paid a visit to his mother's grave.
10. He went to his uncle's home on Saturday.

21 — INFINITIVE WITHOUT "TO"

There are some finite verbs (any verb not infinitive is called a finite verb) that are followed by the infinitive without the sign, *To*. The words in italics in the following are infinitives without the sign:

- | | |
|---------------------------|---------------------------------------|
| I dare not <i>say</i> . | Let her <i>work</i> the problem. |
| Help me <i>do it</i> . | You need not <i>stay</i> after class. |
| Bid him <i>come</i> here. | Let me <i>tell</i> you the story. |
| I see him <i>go</i> away. | I felt the house <i>shake</i> . |

Name the verbs in the foregoing that are followed by the infinitive without the sign *To*.

Point out the *infinitives* in the following sentences:

- I let John do the problems.
- They did not dare enter the woods.
- He made me wait for him.
- I saw the leaves stir.
- He helps me do mine.
- I dare him do it.
- I have made him wait for me.
- He could not make me hear him.
- Please forgive me.

Memorize the following list of verbs which take the infinitive after them without the sign *To*.

bid, dare, feel, let, make, see, hear, need, please, watch.

Use each verb in the foregoing list in oral sentences, and point out the infinitive verb in your sentences.

22 — FORMS AND TENSES OF INFINITIVES

Notice the forms of the following:

<i>Active</i>	<i>Passive</i>	<i>Progressive</i>
to reward	to be rewarded	to be rewarding
to call	to be called	to be calling
to pay	to be paid	to be paying

In the above, how is the *passive* formed?

How is the *progressive* formed?

The infinitive verb has two tense forms, the present and the present perfect; as,

<i>Present</i>	<i>Present Perfect</i>
to love God	to have loved God
to study our lessons	to have studied our lessons
to live for God	to have lived for God
to die in peace	to have died in peace

The present tense of the infinitive is formed by prefixing the sign, *To*, to the simple or *root* of the verb; as, *to eat*.

This form is sometimes called, *the root infinitive*.

The present perfect tense is formed by prefixing, *to have*, to the past participle of the verb; as, *to have eaten*.

Exercise on Tense of Infinitives

Name the tenses of the following infinitives:

1. She wants to see me. I am glad to have read the book.
2. He desires to work more. It is a duty to love God.
3. He seems to have done his work well.
4. The Ave Maria, by Gounod, was to have been sung at the Mass.
5. I intended to give him a present for his birthday.

23 — INFINITIVE USED IN APPOSITION

1. It is not difficult to be good.

Subject is *It*; predicate verb, *Is*; attribute, *Difficult*. By asking the question, What is it that is not difficult? we have the answer, *To be good*. Hence, the infinitive serves to explain it. The phrase, *to be good*, is therefore in apposition with the *subject*, IT.

2. It is wise to be prepared for death.

Subject is *It*; predicate verb, *Is*; attribute, *wise*. By asking the question, What is wise? we get the answer, *To be prepared for death*. Hence the infinitive phrase explains it. Therefore, the infinitive phrase is in apposition with the *subject* IT.

3. It is the birthright of every citizen to be judged by his peers.

Subject is *It*; predicate verb, *Is*; attribute, *birthright*. Ask the question, What is the birthright? and the answer gives the phrase, *to be judged by peers*. Hence the infinitive phrase explains it. Therefore, the phrase, *to be judged by peers*, is in apposition with the subject.

4. We should practise the motto—"To live for God and country."

Subject is, *We*; predicate verb, *should practise*; object, motto. *To live for God and country*, explains the object motto, and is therefore in apposition to it.

5. He has but one aim in life—to do good.

Subject is *He*; predicate verb, *Has*; object, *Aim*. *To do good*, explains the object, *aim*, and is therefore in apposition with the object.

Caution:

Do not confuse the infinitive phrase with the prepositional phrase. The infinitive phrase must have a verb in it, the mere prepositional phrase has no verb.

Infinitive Phrase

Prepositional Phrase

- | | |
|--|-----------------------------------|
| 1. <i>To love</i> God is a command. | I have gone <i>to Mass</i> today. |
| 2. <i>To lose</i> time is wrong. | He was sent <i>to Macy's</i> . |
| 3. <i>To pray</i> often is a duty. | I go <i>to bed</i> at nine. |
| 4. <i>To work</i> is <i>to pray</i> . | She goes <i>to Jersey</i> . |
| 5. <i>To do</i> is better than <i>to say</i> . | John went <i>to the store</i> . |

24 — COMPOUND PREPOSITIONS

We have learned that a preposition is a word placed before a noun or pronoun to show its relation to some other word in the sentence. The preposition usually consists of a single word; as,

to the store. *in* the house. *on* the street.
 into, upon, for, from, since, within, against.

But there are combinations of words called phrasal (or compound) prepositions; as,

out of, in spite of, as to, by way of, in place of,
 according to, as regards, instead of, on account of,
 in front of, in behalf of, from beyond.

Notice the words in italics in the following (compound prepositions):

1. *Out of* the depths I have cried unto Thee, O Lord.
2. *In spite of* all orders he went in swimming and he was drowned.
3. *As to* the reason of his misconduct, there is little doubt.
4. *By way of* a token of love, he sent me this present.
5. *Instead of* telling his mother, he told his father an untruth.
6. *On account of* his laziness he was not promoted.
7. Their efforts *in behalf of* the Little Sisters were successful.

Exercise on Compound Prepositions

Give oral sentences in which you use the following compound (phrasal) prepositions:

according to	along with	in case of
by means of	from between	in regard to
from among	from under	by reason of

25 — CORRECT USAGE OF PREPOSITIONS

Do not use unnecessary prepositions.

<i>Correct</i>	<i>Incorrect</i>
Where are you now?	Where are you now at?
Where is she going?	Where is she going to?

Keep off the live rail. Keep off of the wire.
 To whom did you speak? To whom did he speak to?
 At which house did you stop? At which house did you
 stop at?

Avoid using *off* or *off of* in place of *from*:

She took the pin *from* the baby. (NOT, *off of* the ——)
 I heard that story *from* Peter. (NOT, *off*, or *off of* ——)
 The book was taken *from* Mary. (NOT, *off* Mary ——)

Use the preposition *from* after the word *different* in comparing things. Do not use *than* or *to* in such comparisons:

<i>Right</i>	<i>Wrong</i>
This season is different from any other I have ever known.	(NOT, different than, or to ——)
John has a different disposition from his brother.	(NOT, different to, or than ——)
His conduct is different from what it was last year.	(NOT, different to, or than ——)
Men differ from brutes.	(NOT, differ with brutes—)
I differ from you in appearance.	
I differ with you in opinion.	

(Both are correct when the meaning is a disagreement on a question.)

Do not use *of* in place of *have*.

<i>Right</i>	<i>Wrong</i>
I would <i>have</i> done it for you.	I would <i>of</i> done it.
She should not <i>have</i> done it.	She should not <i>of</i> done it.
They may <i>have</i> gone there.	They may <i>of</i> gone there.

Between is used when two persons or things are mentioned.

Among is used when more than two are mentioned.

Divide the apples *between* John and Henry.

Give the oranges *among* all the children in the class.

Between you and me (not I), I am not so fond of candy.

Among all my friends I like my cousin best.

Exercise

Give the correct preposition for the blank spaces:

1. I found it difficult to choose —— the oranges and the candy.
2. My mother was —— home when the telegram came.
3. Your skates are different —— mine.
4. Patrick took the pencil —— the little boy.
5. A contest was going on —— Mary and her sister.
6. —— whom did you hear such a wild story?
7. I differ —— Susan in regard to that game of tennis.

Note:

It is considered better form not to have a preposition end a sentence. But it is allowed in easy and informal language; as,

Easy and Informal

Better

Whom were you speaking to? To whom were you speaking?

Which position is he trying for? For which position is he trying?

What was she looking at? At what was she looking?

Where is the place he is working at? At what place is he working?

Words that are usually prepositions may be used as adverbs; as,

He came *in*.

She went *out*.

They went *by*.

He ran *off*.

We rose *up*.

She came *down*.

26 — CAPITALS

At times you may have been uncertain about the correct use of capital letters. The sentences in this section illustrate the correct usage. By carefully doing the exercise indicated below one should get a good working knowledge of the correct use of capital letters.

Explain why a small letter is correct for each word triply underlined. Give one reason why each underlined capital is correct, and give two reasons for each capital doubly underlined, in the sentences below:

1. I like mathematics and history much better than either English or German.
2. Yours very sincerely. I am, dear sir, Gratefully yours.
3. There are many avenues in my city. I live in East Tenth St.
4. New York is a state in which many Irish and Italians live.
5. The title of the book is The History of the Reformation.
6. On the second Thursday in October, John went with his father to see one of Shakespeare's Plays.
7. The motto on the wall was, "Jesus is our Lord and our King."

8. Fido, Aunt Mary's pet dog, was killed by an auto.
9. On Independence Day, next summer, I am going to Florida.
10. My mother said to me, "Father will be displeased."

27 — CAPITALS AND PUNCTUATION

Rewrite the following, using capitals and punctuation correctly:

on friday may 17 sometime between six and seven in the evening a gold watch was lost either on the trolley going up broadway or on one of the cross streets between madison avenue and park avenue a very liberal reward is hereby offered and no questions asked write to apartment 27 528 east 86th street or telephone butterfield 2345.

Give a reason for each capital letter and for each punctuation mark you have used in rewriting the above.

Review the rules for capitals and for punctuations to be found in the previous grades.

28 — DICTATION FROM WASHINGTON'S FAREWELL ADDRESS

Of all the dispositions and habits which lead to political prosperity Religion and Morality are the indispensable supports. In vain would that man claim the tribute of Patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and cherish them. A volume could not trace all their connections with public and private felicity.

Let it be simply asked, Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in the Courts of Justice? And let us with caution indulge the supposition that morality can be sustained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.

29 — MEMORY WORK

The following pithy sentences are worth memorizing. Give a concise explanation of the meaning of each one:

1. Genius is mainly an affair of energy. (M. Arnold.)
2. There are two things to be sanctified—pains and pleasures. (Pascal.)
3. Then cherish pity, lest you drive an angel from the door.
4. Liberty, too, must be limited in order to be possessed. (Burke.)
5. Fear follows crime and is partly its punishment.
6. The deed is everything; the fame is nothing. (Goethe.)
7. Two men look out through the same bars; one sees the mud, and one sees the stars. (Langbridge.)
8. The future will have in store for you just what you put in store for the future—just that, and no more.

Home

9. What gentle memories of dear, past days that word Home awakens in our mind. In time of joy the word is like an old song, learned in days of child-

hood, that ever echoes in our heart with the lullabies of our earliest love.

In time of trouble or of trial, the word, though it recall many a memory of disappointment, even though it bring back many a motive for regret, has still a strange sweetness in its sadness, for it speaks to us of an unselfishness that survives sorrow, and of a devotedness of a mother that defies death.

30 — INCREASING OUR VOCABULARY

You should strive every day to add new words to your vocabulary. In your reading, never pass over a word if its meaning be not very clear to you. Look up the meaning in the dictionary, or get an explanation of it from your teacher. The following list may contain a few new words which you will look up and put into original sentences, both written and oral:

superfluous	whined	swamp
retort	squealed	statute
extensive	anchored	stature
identical	landscape	democracy

31 — SYLLABICATION

Name the words in the following list that cannot be divided and give the reason therefor. Divide the other words into syllables. Be careful not to separate the letters of a syllable:

sledge	wishes	knitting	saucer	capture
luscious	attempt	teaches	pitcher	afraid
sieve	prompt	towel	picture	beauty
niece	circuses	thieves	asparagus	studious
believe	vinegar	knitted	naughty	phlegm

32 — SYLLABLES: ER, AR, OR

The last syllable in each of the following words is frequently misspelled. Supply correctly the last syllable to the following words or parts of words:

coll — hear — seni — elevat — great — plumb —
 col — bear — dinn — visit — mak — carpent —
 dol — arm — schol — gramm — talk — teach —
 mol — mot — orat — speak — edit — past —

33 — DIFFICULT SPELLINGS

Put the correct letter in each of the blanks in the words following:

refer- <u>nce</u>	ridd- <u>nce</u>	stand- <u>rd</u>	superintend- <u>nt</u>
confer- <u>nce</u>	bull- <u>t</u>	lus- <u>ious</u>	prefer- <u>nce</u>
cemet- <u>ry</u>	riv- <u>t</u>	ted- <u>ous</u>	attend- <u>nce</u>
nuis- <u>nce</u>	tick- <u>t</u>	anx- <u>ous</u>	sep- <u>rate</u>

34 — ING

Write the past and the ING forms of the following verbs, and use each new word thus formed in original sentences:

shine	hope	dine	operate	tax	sing
swim	write	din	travel	wax	tinge
run	win	rinse	draw	is	dig
bid	sin	cleanse	tease	are	dye
hop	tear	refuse	singe	am	like

35 — IE OR EI

Supply the missing diphthong, in the following blanks:

fr -- ght	p -- ce	gr -- f	gr -- ve	s -- ve
n -- ce	v -- l	c -- ling	l -- sure	for -- gn
fr -- ze	n -- ther	forf -- t	sh -- ld	w -- ld
h -- ght	y -- ld	fr -- nd	-- ghth	w -- ght
dec -- ve	misch -- f	f -- ld	rev -- w	bes -- ge
p -- r	s -- ze	s -- ze	s -- ge	th -- r
handkerch -- f				

36 — PRONUNCIATION

Pronounce the following words:

- (a) than thither rather widow mouths breathe
 this hither mother window with breadth
 them whither father bother width length
 there weather wither mouth breath brother
- (b) history pumpkin licorice pianist villain
 governor attacked column faucet Christian
 perhaps drowned colonel rinse architect

37 — SYNONYMS

The list following contains synonymous words; arrange the synonyms in pairs, and then use each word in original sentences:

sincere	displease	gloomy	wonderful	common
queer	amazement	ordinary	positive	fearless
offend	unending	middle	peculiar	brave
genuine	certain	center	astonishment	eternal

Find the distinction in the meaning of the following pairs of synonymous words:

many, much	want, need	angry, mad
expect, believe	empty, vacant	fix, mend
hope, trust	like, love	avoid, shun

Fill the blanks in the following with the correct word:

1. My father has not —— money at the present time. (much, many)
2. My mother has —— needles in her workbasket. (many, much)
3. You may have all you —— and not another one. (want, need)

4. Can you —— the table that you broke, John?
(fix, mend)
5. That house has been —— since last August.
(empty, vacant)
6. We should not be —— with anyone. (mad, angry)
7. I know you —— that I will go with you. (expect, believe)
8. John says he —— to come to school regularly.
(likes, loves)

38 — ANTONYMS

Words of opposite meanings are called antonyms; as,

rich, poor	tall, short	sick, well
good, bad	small, big	cold, hot

Rewrite the following paragraph, using an antonym for each word in italics:

On a *bright, sunny morning* last summer, a *little* girl, wearing a nice *clean* blouse, walked *slowly down* the street. She looked very *happy*, as though she had heard some *good* news and was *anxious* to make every person as *content* and as *happy* as herself.

Give oral sentences in which you use the following pairs of antonyms:

easy, difficult	success, failure	innocent, guilty
deep, shallow	weak, strong	industrious, lazy
collect, distribute	tight, loose	gather, scatter
help, hinder	ascend, descend	pleasure, pain
smile, frown	pardon, condemn	straight, crooked

The following sentences may assist you in using some of the foregoing antonyms:

1. The *pleasure* of dying without pain is well worth the *pain* of living without pleasure.

2. "And the *crooked* ways shall be made *straight*."
3. We should always strive to *pardon* others; never *condemn* unless it be impossible to do otherwise.
4. Why is it easier to *descend* from the mountain top than to *ascend* thereto?
5. The atheist is a *shallow* thinker, no matter what pretensions he may have to being a *deep* thinker.

Your dictionary is for you the most important book for acquiring a good working knowledge of English. It will teach you the correct spelling, meaning and pronunciation of needful words. It also gives important lists of synonyms and antonyms.

Repeat the letters of the alphabet, beginning with *r*. Repeat them beginning with *h*. With *f*.

Practise opening your dictionary for words beginning with *j*. With the letter *o*. With the letter *m*.

39 — SILENT READING

Are you profiting by your reading, particularly by that which you do at home or elsewhere? How much can you repeat of a book or good magazine article you may have read recently? As nearly all your reading will be silent reading you should contract the habit of giving close attention to what you read.

Carefully read the following selection at least twice, and then write or check the answers to the questions asked:

A Gentleman

It is almost a definition of a gentleman to say he is one who never inflicts pain. This description is refined and, as far as it goes, it is accurate. He is mainly occupied in merely removing the obstacles which hinder the free and

unembarrassed action of those about him; and he concurs with their movements rather than take the initiative himself. His benefits may be considered as parallel to what are called comforts or conveniences in arrangements of a personal nature like an easy chair or a good fire, which do their part in dispelling cold and fatigue, though nature provides both means of rest and heat without them. The true gentleman in like manner carefully avoids whatever may cause a jar or a jolt in the minds of those with whom he associates, he avoids all clashing of opinion, or collision of feeling, all restraint or suspicion, or gloom or resentment; his great concern being to make every one at his ease and feel at home in his presence. He has his eyes on all his company; he is tender towards the bashful, gentle towards the timid, and merciful towards the foolish; he can recollect to whom he is speaking; he guards against unseasonable allusions, or topics which may irritate; he is seldom prominent in conversation, and he is never wearisome.

—NEWMAN.

Caution:

The above will test your ability to derive knowledge from the printed page. It contains nothing beyond the intelligence of the average pupil in the eighth grade. Read it again, if you so desire, and then answer the questions.

1. With what two things are the benefits of being a gentleman compared?
2. Give the definition of a gentleman from the above.
3. With what is a true gentleman mainly occupied when in company?
4. What does he do rather than always take the initiative in his social contact with others?

5. Check the following that are correct: a gentleman avoids (a) resentment, (b) suspicion, (c) unkindly ways.
6. What is the gentleman's attitude towards the (a) bashful, (b) timid, (c) foolish.
7. Show how the foregoing selection may apply to a lady.

40 — SECOND SILENT READING

A brick garage 15 feet x 12 feet has walls 10 feet high and 1 foot thick. The cost of laying the brick is \$8 per M, allowing 100 cubic feet for openings. (A cubic foot of this wall requires 22 bricks.)

Check at the right the facts below that are given in the problem:

- (a) The size of each door and window.
- (b) The cost of the bricks.
- (c) The length and the height of *each* wall.

Check at the right the statement below that gives the object of the problem:

- (a) To find the total cost of the bricks.
- (b) Cost of the labor.
- (c) To find number of bricks required.

41 — ELLIPSIS

Sometimes we omit certain words in a sentence, when speaking or writing. Good usage does not demand that a sentence should have every word essential to its grammatical construction. We are allowed to omit certain implied words.

Notice the words in the parentheses in the following sentences; they are the words that may be omitted:

1. Whom did you see? John (I saw).

2. Who is there? I (am here).
3. Come here just as soon as possible. (You—it is—)
4. The hat fits my brother better than me. (it fits)
5. He likes you better than me. (he likes)

Definition:

A sentence which lacks some word or words that are essential to the grammatical construction, but not necessary to the sense, is called an Elliptical Sentence.

Write that definition in your Exercise and study it.

The word ellipsis means "*omission.*"

Exercise

In the following sentences the omitted words are supplied in the parentheses.

1. They march very slowly as if (they were) worn out by fatigue.
2. If (it be) possible (for you) please send me word tonight.
3. While (we were) coming to school, we saw a very serious accident.
4. The child's hair is red, his eyes, (are) dark blue.
5. Some of the patriots were armed with old flintlocks, others, (were armed) with swords, still others, (were armed) with pitchforks, and all, (were armed) with courage.

Clauses called "THAN-CLAUSES" after comparisons are almost always elliptical. We do not take the trouble to say, "Mary is taller than I am tall" or "I can play ball better than he can play ball," because we know we may omit some of the words and still our meaning will be perfectly clear.

But the omission of some of the words does make it more difficult to know whether to use the nominative or the objective form of the pronoun after the word *THAN*. A great help in this difficulty is to think what form should be used, if the entire clause were written or spoken; as,

1. Can you sing as well as she (can sing)?
2. He is a better penman than I (am).
3. He called you sooner than me (he called me).
4. I would trust Henry more than him (I would trust him).
5. Joseph is taller than I (than I am tall).

Second Exercise

Read the following sentences, using the correct pronoun in parentheses. Show that you are correct by extending the elliptical clause:

1. He is older than (she, her).
2. He saw it more quickly than (we, us).
3. I have more candy than (he, him).
4. He was braver than (I, me).
5. He studies better than (me, I).
6. I walk faster than (they, them).
7. He knows more than (we, us).
8. She is older than (me, I, we, us).
9. He found more birds' nests than (we, us, me, I).
10. I chose John rather than (she, her) for the game.

42 — UNNECESSARY WORDS — REDUNDANCY

Do not crowd the sentence with *needless* words, or with words that mean the same thing. Tell why the italicized words in the following are superfluous (needless):

1. He read the *Papal* Decree of the Pope.

2. Raleigh enjoyed the *royal* favor of Queen Elizabeth.
3. With bitter regret he looked *back* upon the past.
4. The *divine* help of God is never wanting to us who pray.
5. Basket-ball games call for *constant* attention all the time.
6. The teacher always encourages the *new* beginner.
7. We should be respectful to *old* veterans of the war.
8. Mary forgot to return the library book *back*.
9. He frequently comes late for class *very often*.
10. The saints were saintly in all their ways. (change saintly.)
11. Children require constant assistance *all the time*.

Do you sometimes hear the following?

Now, we will divide by 23.

Well, I know the answer, teacher.

Why, Palestine is called the Holy Land.

And now you see, Arnold betrayed West Point.

Mary's mother is a poor old widow woman.

Read the foregoing sentences, eliminating (leaving out) the superfluous (unnecessary) words:

Exercise

Give answers to the following in complete sentences (not using just one or two words); be careful to leave out (eliminate) all superfluous words:

1. What historical event of great importance took place on Christmas night, 1776?
2. Robert, please tell me the best way to go to your home from the church.

3. Please tell us, Mary, how you would go from the school to the post-office.
4. Tell where the capital of the U. S. is located.
5. What is the capital of your native state, Margaret?

43 — A FEW DIFFICULT SYNONYMS

By a careful study of the following sentences you will understand the difference between the synonymous terms used; you will thus be adding to your Vo-cab-u-la-ry, and you will be able to speak with greater clearness and force.

- (a) He threw away his *old*, straw hat.

American tourists admire the *ancient* cathedrals of England.

- (b) I love my dear *old* mother with all my heart.

O my God, Thou art ever *ancient*, and ever new.

- (c) The *Old* World did not exist before the New World, did it?

There are many *ancient* landmarks of Catholicity in this country.

The word, *ancient*, signifies remoteness in time; it is used in connection with things rather than with persons; as in the second sentence of each of the foregoing sets.

- (a) The doctor tried hard to *effect* a cure.

The child's death *affected* the poor mother's mind.

- (b) The priest labors hard to *effect* a permanent change.

The influenza *affected* his health for years.

- (c) The *effect* of a bad education may be eternal, as well as temporal.

A bad or wrong education will *affect* the best child.

- (d) The *effect* of alcohol on the system is said to be bad.

Alcohol will *affect* the strongest man.

Remarks:

Effect means to produce, or to cause, as first sentence in (a) and (b) and in such instances, effect is *a verb*.

Effect means, also, a result, as in sentences (c) and (d) and in such cases, effect is *a noun*.

Affect means to influence as is seen in the second sentence of each of the foregoing sets.

In the sentences:

He affects piety;

He is very affected in his manner;

He has an affected way of speaking;

the word, *affect*, has the meaning of pretense, or even of hypocrisy.

Give a synonym for the italicized word in,

What are the *effects* of sin?

44 — DICTATION

Read carefully the following, paying attention to, (a) the *thought*, (b) the *punctuation*, (c) the *authors* of the statements.

Be ready to write the following from dictation; compare your work with the text:

1. The Catholic *Mass* is the only great reality which still survives in this age of unsubstantial insincerities. (Carlyle—a non-Catholic.)
2. There's no reward equal to hearing God's holy Mass. (An Irish proverb.)
3. The Mass is the compendium of all God's love, of all His benefits to mankind. (St. Bonaventure.)
4. Nothing on earth matters except the Mass of the Catholics. It was for the Mass that the ancient

Bretons constructed their huts. The Norman had his parish church hard by his manor house. It was for the sake of the Mass that the painter, the goldsmith, the limner, the scribe, produced masterpieces of art that have had no peer in the world since those days of faith. (Augustine Birrell.)

Use your dictionary for meaning of, unsubstantial, insincerities, compendium, limner, scribe.

Can you write sentences to illustrate two different meanings of the phrase, *to dictate*.

Find the meaning of—*He was a dictator*.

Who were the Bretons? The Normans?

45 — THE INFINITIVE CLAUSE

My father commanded me to study my lessons better.

Is *me* the object of the verb commanded? If so, who “is to study lessons better?”

Is “To study lessons better” the entire object of the verb, “commanded?”

Did my father command “Me to study my lessons better?” If so, then the entire object of the verb, commanded, must be, “Me to study my lessons better.”

What, then, is the relation between the pronoun *me* and the infinitive verb *to study*? The word *me* is the doer of the action contained in the verb *to study*, and is, therefore, the *subject* of the infinitive verb.

Of course, you notice that this subject of the infinitive verb is in the objective case.

Definition:

A noun or pronoun in the objective case used as the subject of an infinitive verb with that infinitive form is an Infinitive Clause.

Remarks:

The infinitive verb, as the term implies, usually has *no subject*.

Such constructions are equivalent to the so-called **THAT-Clause**. Sentence 1, may be rendered, "My father commanded that I study my lessons better."

Notice the equivalence in the following two sentences:

1. I wished him to go away and leave me alone.
2. I wished that he would go away and leave me alone.

Which sentence in the above has the infinitive clause?

In what case must the subject of an infinitive verb always be found?

Exercise

Point out the infinitive clause in each of the following sentences and give the subject and the infinitive predicate verb:

1. I thought her to be very industrious and obedient.
2. I want you to come and remain with us over the week-end.
3. My mother had supposed them to have left a month ago.
4. John's father ordered him to carry this note to the teacher.
5. I always believed him to be my very best friend.

Change each of the foregoing infinitive clauses into the so-called *That-Clause*.

The predicate noun or pronoun (the attribute) of an infinitive clause must be in the objective case in agreement with the subject of the infinitive clause; as,

I firmly believed it to be him (not he).

I knew it to be her (not she).

We all had supposed it to be them (not they).

We knew him (not he) to be thoroughly straight-forward.

John said he knew it to be me (not I).

Rule:

Intransitive verbs take the same case after them as before them.

46 — CORRECT USAGE

Use the proper case-form in the following sentences, and give your reason for such use in each instance:

1. I knew it to be she (or her?)
2. It seemed to be her (or she?)
3. Who do you think it to have been? (or whom ——?)
4. Who did it seem to be? (or whom ——?)
5. I surely thought it to be they (or them?)
6. We knew it was they (them) by their hearty laughter.
7. Are you sure that is he? I certainly know it to be him (to be he?)

Care must be taken not to confuse the predicate noun of the infinitive with the predicate nominative of the finite verbs; as,

*Predicate Nominative
after the infinitive.*

*Predicate Nominative
after finite verb.*

- | | |
|-------------------------------------|---------------------------------|
| 1. I believed it to be him. | I believed that it was he. |
| 2. We know the artist to be her. | We know that the artist is she. |
| 3. My friend thought John to be me. | He thought that John was I. |

- | | |
|---|---|
| 4. We suspected the burglars to be them of whom mention was made by the officers. | We suspected that the burglars were they of _____ . |
| 5. Some men whom I believe to be them just passed the house. | Some men that I believe to be they went by. |
| 6. You know the culprit to be him. | You know that the culprit is he. |

Explain why the case-forms in the following sentences are correct.

1. A lady whom I believed to be her called yesterday.
2. A lady who, as I believed, was she, called yesterday.
1. A man whom I always believed to be my friend has connected me with the burglary.
2. A man who, I always believed, was always my friend has connected me with the burglary.
1. A foreign sailor, whom I thought to be a Malay, brought me the letter.
2. A foreign sailor who was, as I thought, a Malay, brought me the letter.

Note:

The Infinitive Clauses, as in the foregoing sentences, are said by some authorities to be Infinitive Phrases in apposition with the object of the finite verb.

But when it is considered as an Infinitive clause, the noun or pronoun which is the object of the finite verb becomes the subject of the infinitive verb, then the rule, Intransitive verbs take the same case after as before them, is properly applied; hence the objective case of the attributes in the examples given above.

47 — INFINITIVE CLAUSE AS OBJECT OF PREPOSITION

The teacher's command was, for us to finish our work in silence.

In the foregoing sentence, "us to finish our work" is used as the object of the preposition *for*.

What governs the infinitive clause in each of the following:

1. The foreman's order was, for the engine to be stopped.
2. My father wrote for my brother to come home at once.
3. I do so long for my little brother to be with me.
4. No course was left but for the General to surrender.

In sentence 4, *but* is a preposition governing the entire clause "for the General to surrender."

48 — INFINITIVE CLAUSE AS SUBJECT

For a man to speak of himself is a delicate and difficult task.

In the foregoing sentence the subject of the sentence is the clause, "For a man to speak of himself," and this infinitive clause is governed by the preposition *for*.

What is the subject of the principal verb in each of the following?

1. For a man to pretend to be learned is ridiculous.
2. For a person to walk on the edge of a precipice is a hazardous undertaking.
3. For a Christian to be silent and indifferent in the cause of religion is an attitude difficult to explain.
4. For us to cheerfully resign ourselves to the dispensation of Divine Providence is the evidence of our faith.

5. It is utterly impossible for any doctor to prescribe medicines for the mind diseased with vain longings for the unattainable.

In sentence 5, the infinitive clause "for any doctor to prescribe ——" is explanatory of the pronoun *IT*.

49 — INFINITIVE CLAUSE AS ATTRIBUTE

Our very best plan is for the boat to shoot the rapids quickly.

The principal verb in the foregoing is, *Is*, and the predicate (attribute) is the infinitive clause, "The boat to shoot ——," which clause is the object of the preposition *for*.

Name the attribute clause in each of the following sentences:

1. The great work of man is for him to lead a good life and thereby gain the end for which God created him.
2. The very best way to avoid wicked thoughts is for our minds to be always filled with good thoughts.
3. A person's first care should be for him to carefully avoid the reproaches of his own upright conscience.
4. The first duty of every child is for him to be entirely obedient to his parents.

Give the syntax of the dependent clause in, "Little children have no knowledge of why they should study."

50 — CORRECT USAGE

The Tense

There are certain forms of the verb that naturally go together. You are quite safe in saying that if you begin with a verb in the present tense you should keep that tense

throughout the sentence. And if you begin with a verb in the past tense you should keep that form throughout the entire construction.

Examples:

Incorrect: I *began* to answer him but he *says* to me to leave him alone.

You notice that our first verb is in the past tense, and our other verb, *says*, is in the present tense.

Correct: I began to answer him, but he said to me to leave him alone.

Incorrect: No sooner had we arrived than Henry *faints*.

Correct: No sooner had we arrived than Henry *fainted*.

Incorrect: The girls were frightened and they *run* away.

Correct: The girls were frightened and they *ran* away.

Incorrect: The teacher came into the room and the lesson *begins*.

Correct: The teacher came into the room and the lesson *began*.

Exercise

Correct the error in the use of tenses in the following:

1. The door opened and in walks a stranger.
2. We went to the assembly room and in comes the principal.
3. The night was cold but the moon shines brightly.
4. I asked my father if I may stay away from the meeting.
5. After I began my lesson Henry comes over and whispers to me.
6. We were out in the woods during the picnic when it rains.
7. When the three Americans met Major Andre they stop him.

Remark:

The sequence of tenses as explained above does not hold true for direct quotations nor for facts at all times true.

Examples:

1. My father said, "John, where is your answer to my question?"
2. The sudden and frightful order came, "Halt or I shoot."
3. "What is your occupation?" was the following question.
4. Nathan Hale said just before his execution, "I regret I have but one life to give for my country."
5. The general called out, "Keep the flag waving."
1. The priest said that Jesus is the Son of God.
2. We were told that London is the largest city in the world.
3. Franklin wrote that a penny saved is a penny earned.
4. All true history has taught that Columbus is the great Catholic discoverer of America.
5. We were told in school that the Statue of Liberty is a symbol of friendship between America and France.
6. Our Divine Lord said, "What does it profit a man to gain the whole world and lose his own soul."

The Present Perfect Tense expresses action or being completed in the present time; as,

- (a) I have been in this class six months.
- (b) We have been in this school seven years.

The Past Perfect Tense denotes action or being completed in past time that preceded some other past time; as,

- (a) I had been in this class four months before I began to study in earnest.
- (b) My cousins had been in this school before I began to come here.

Write the following sentences, using the correct tense:

1. I (am, have been) in this city for six years.
2. My younger brother (is, has been) four months in my class.
3. Henry (was, had been) sick three days before his mother knew what was the matter with him.
4. We (were, had been) living in that house before it was sold.
5. Sarah (is, has been) practising her music for an hour.
6. My brother Frank (was, had been) only three days in the army when he contracted a fatal illness.
7. My sister (was, had been) six months in her position as amanuensis when she received her first promotion.
8. My cousins (were, had been) in this country three years before their parents came here from Germany.
9. I (had been, have been) in Philadelphia before I saw New York City.
10. We (are, have been, had been) in this classroom since nine o'clock this morning.

Compare the two sentences of each pair in the following:

1. Some persons have always found fault and always will find fault.
2. Some persons always have and always will find fault.
 1. I never have smoked and I never will smoke.
 2. I never have and I never will smoke.
1. My father did not go there and he does not intend to go.
2. My father did not and does not intend to go there.

If you try to read sentence 2, in the first pair, by substituting the rest of the verb phrase after "always have" you will at once see where the error lies. It would read, "Some persons always have find fault," which is manifestly ungrammatical.

The same holds true for the second sentence in each of the other two pairs of sentences, for

"I never have smoke,"

"My father did not to go there,"

are not good English.

Such errors as the foregoing are prevented by using the complete verb each time, instead of using only the auxiliary.

Choose the correct form of the verb for each of the following sentences, keeping in mind the proper sequence of tenses:

1. I found that I (can, could) go there with my father.
2. Our uncle writes us that he (is, was) well.
3. We wondered what you (are, were) doing in Boston.
4. The teacher asked what I (was, am) doing.
5. The Principal inquired how we (are, were, have been) doing.
6. The teacher told him we (are, were, have been) doing very well.
7. I asked the teacher if I (may, might) leave the room.
8. My teacher says that I (might, may) leave the room.
9. I always believed that my friend (is, was, has been) honest.
10. I believe that my friend (was, has been, is) honest.

Remarks:

You must have observed that when the verb of the principal clause is in the past tense the verb in the subordinate clause is usually in the past tense.

It is more difficult to determine the proper sequence of the tenses of the infinitive form. The following two rules furnish a very safe guide in this matter:

Rule One:

The *present* infinitive is used to express an action of the same time as that of the predicate verb, or of any later time than that of the predicate verb; as,

1. Teach me to play the violin, please. (later time)
2. The burglars were seen to enter the store. (same)
3. I wish to be considered an applicant. (same or later)
4. The thieves struggled hard to escape. (same or later)
5. I am very sorry to hear of your illness. (same)
6. The candidate expected to win. (later time)

Rule Two:

Use the *perfect* infinitive when the action is completed at the time of the predicate verb; as,

1. He is said to have been drowned. (completed at time of main verb)
2. The burglars were believed to have entered the store through the basement. (completed at the time of verb, *were believed*)
3. Patrick was reported to have rescued his companion from drowning. (completed at the time of the main verb, *was reported*)

4. Mary intended to have written the letter to her mother yesterday. (completed before time of main verb)

51 — A QUARTET OF IMPORTANCE

Shall and *Will*, *Should* and *Would*, are important words, but are likely to give much trouble unless we know the following practical rules for their correct use:

Rule One:

Use *I shall*, and *we shall*, to express simple future time.

1. I shall be very much pleased to receive the letter.
2. We shall start on our trip to Europe next Wednesday.

Rule Two:

Use *I will*, and *we will*, to express determination or promise.

1. Surely, I will bring the book with me tomorrow.
2. Indeed not; I will never be a party to such a thing.
3. We will study our lessons better during the next week.
4. We will not associate with such a pupil; he is a disgrace to our school.

Rule Three:

In questions always use *shall*, *with*, *I* and *We*.

1. Shall I give the papers to you, teacher?
2. Shall we go to Benediction at three o'clock?

In asking questions use the auxiliary expected in the answer in all subjects except *I* and *We*.

1. Will you come to our house this evening? (I will, I will not.)

2. Will you go to high school next year? (I will, or I will not.)

Note:

“Will I?” expresses emphasis; or it is a repetition, such as “Would I?” in “Remark” (1), page 395.

Rule Four:

Use *will* with all subjects except *I* and *We* to express future time; as,

1. You will be pleased with your new hat.
2. She will go, probably, to high school next year.
3. Patrick will become a member of the Junior Holy Name.
4. It will require much effort and perseverance to acquire a good education. But it is well worth while.
5. My little brother will be three years old next Sunday.

USE *shall* with all subjects except *I* and *We* to express determination or promise; as,

1. You shall not go to that moving picture place.
2. He shall have all he deserves, and more, too.
3. She shall never enter a place of false worship.
4. They shall not be questioned by the owner.
5. Henry shall have a share in my fortune.

Should and *Would* are the past tense forms of the words, *Shall* and *Will*. They should, therefore, be used according to the rules governing *Shall* and *Will*; as,

1. I believed that I should find my mother at home.

2. We know that we should love and serve God at all times.
3. John promised that he would study better.
4. He said that he would make up for lost time.
5. They would not be harmed if they behaved properly.
6. They should not trespass upon another person's right.

Should I (or We) in Questions

1. Should I break my neck if I fell from the tree?
2. Should I take cold if I went without my overcoat?
3. Should we run aground if we missed the channel?

(1) Remark:

WOULD I (or WE) is confined mainly to questions in which we repeat the thoughts of another person; as,

1. You would like to go to the picnic? "Would I like to go to the picnic?" Yes, indeed, I would like to go . . .

Should You? and Would You?

1. Should you drown if the boat capsized? Yes, I should, because I do not know how to swim.
2. Should you be displeased if I were to be very frank in my speech? No, I should not be displeased.
3. Should you like to have a copy of the Catholic magazine? Yes, I should be very grateful for it.

(2) Remark:

WOULD is often used incorrectly in such sentences.

52—KEY TO SENTENCE ANALYSIS

<p>To find the subject: Ask <i>who</i> or <i>what</i> before the verb. The answer may be:</p> <ol style="list-style-type: none"> 1. A noun 2. A pronoun 3. An infinitive verb 4. A phrase (nounal) 5. A clause (nounal) <p style="text-align: center;">SUBJECT</p>	<p>PREDICATE VERB</p>	<p>To find the object or attribute: Ask <i>whom</i>, <i>what</i>, or <i>who</i> after the verb. The answer may be the same as the subject, plus an adjective, if the verb be copulative.</p> <p style="text-align: center;">OBJECT OR ATTRIBUTE</p>
<p>To find modifiers of the subject, ask:</p> <ol style="list-style-type: none"> 1. What? 2. What kind of? 3. How many? 4. Whose? 5. Which? <p>The answer may be a word, a phrase, or a clause.</p>	<p>To find the modifiers of the predicate verb, ask:</p> <ol style="list-style-type: none"> 1. When? 2. Where? 3. How? 4. Why? <p>The answer may be a word, a phrase, or a clause.</p>	<p>To find the modifiers of the object or attribute, ask: The same as for the subject. If the attribute be an adjective, ask: How? to find its modifiers. The answer may be a word, a phrase, or a clause.</p>

If one use this Key, he cannot fail to analyze any sentence.

Analyze the following sentences with the aid of the Key:

1. I saw John.
2. I saw John running.
3. John won the medal by running.
4. I saw John, who won the medal.
5. I saw John when he won the medal.
6. I know that John won the medal.

7. That John won the medal is certain.
8. My wish is that John wins the medal.
9. To win a medal is an honor.
10. I would like to win a medal.
11. John, the winner of the medal, is happy.
12. I saw John, him who won the medal.
13. It is evident that John won the medal.
14. John is the winner of the medal.
15. I saw John win a medal.
16. John, having won the medal, went home.
17. John won the medal and James got the second prize.
18. To win a medal is to gain distinction.
19. The medal won by John is a valuable one.
20. John, did you win the medal?

REVIEW

1. Give reason for capital letter in the following:
 - (a) I like English and Religion in our grade.
 - (b) My father said, "Your mother will be displeased."
 - (c) "The History of the Reformation" is a valuable book.
 - (d) He comes from the South; his uncle, from the North.
 - (e) I know that Jesus is my Lord and my King.
2. Quote as much as you know from the Farewell Address of George Washington.
3. Name the natural right for which Catholics are today contending and which is implied in that Farewell Address.

4. Give the memory gem, HOME, found in the memory work of this grade.

5. Use the following words in oral sentences:

identical	quandary	anchored
retort	vacuum	stature
superfluous	complement	statute

6. Syllabicate the following words, and then use each in an oral sentence:

vinegar	attendance	capture	stopping
studious	nuisance	knowledge	carpenter
luscious	afraid	asparagus	wealthy

7. Supply the correct letters in the last syllable of each of the following words or parts of words—the syllables being, *er*, *ar*, or:

schol --	visit --	edit --	mot --
arm --	gramm --	plumb --	mol --
seni --	speak --	din --	col --

8. Supply the correct letter in the blanks in the following words:

tick - t	ted - ous	refer - nce	attend - nce
bull - t	lusc - ous	cemet - ry	prefer - nce
rack - t	anx - ous	ridd - nce	sep - rate

9. Write the past and the ING forms of the following verbs and use the new forms in oral sentences:

shine	hope	dine	draw	sing	tinge
win	hop	din	is	singe	rap
sin	write	rinse	am	bid	wrap

10. Supply the missing diphthong, ie or ei, in the blank spaces in the following words:

fr -- ght	bes -- ge	s -- ze	for -- gn	th -- r
n -- ce	dec -- ve	s -- ge	sh -- ld	gr -- ve

11. Pronounce the following words aloud:

drowned	geography	Tuesday	architect	parade
attacked	width	column	history	introduce
chimney	Wednesday	rinse	library	recognize

12. Read the following sentences as rapidly as you can and pronounce the words correctly:

1. Some shun sunshine; some shun shade.
2. Six slick slim slippery saplings slipped off the load.
3. She shyly said, "Socks and shoes shock Susan."
4. Should she sell seashells on the seashore?
5. Give me a cup of hot coffee from the copper coffee pot.

ADDITIONAL REVIEW

1. Give the definitions of synonym, antonym, homonym.
2. Give three oral sentences to illustrate the meaning of each of the foregoing terms.
3. Arrange the words in the following list so that the synonymous words will be in pairs.

certain	brave	queer	ordinary
common	offend	positive	astonishment
eternal	middle	unending	peculiar
amazement	fearless	displease	center

4. Give oral sentences to illustrate the distinction between each pair of synonymous words in the following list:

want	angry	fix	like	many	fewer
need	mad	mend	love	much	less

5. Illustrate the meaning of each pair of antonyms found in the list of words following:

tall	poverty	piety	wretched	help	ascend
short	wealth	impiety	happy	hinder	descend

Review on Infinitive Clause

1. Give the definition of an Infinitive Clause.
2. Illustrate the infinitive clause by five oral sentences.
3. Point out the infinitive clause in each of the following:
 - (X) (a) I wanted him to go away.
 - (b) We always thought her to be a very pious girl.
 - (c) Henry's mother commanded him to keep away from the movies.
 - (d) John always thought Patrick to be his very best friend.
 - (e) My parents desire me to go to high school next year.
4. Change the following infinitive clauses into the *That-Clause* in each of the following:
 - (Y) (a) I surely thought it to be him.
 - (b) My father commanded me to study my lessons better.
 - (c) I wished them to leave my books and pencils alone.
 - (d) We considered John to be a good scholar.
 - (e) Our teacher has ordered us to keep our books neatly.
5. In what case-form is the subject of an infinitive verb?
6. Name the subject of each infinitive in the sentences of (X) and (Y).
7. What is meant by saying that it is unusual for the infinitive verb to take a subject?
8. Read the following sentences aloud, using the correct word as found in the parentheses:
 - (a) I firmly believed it to be (she, her).
 - (b) Frank said he knew it to be (I, me).

- (c) Who do you think it to be? (or whom — ?)
- (d) I surely thought it to be (they, them).
- (e) A lady (who, whom) I thought to be Mrs. Jones came in.
- (f) A foreigner, (who, whom) I supposed to be a Malay, gave me the letter.
9. Show why the following pairs of sentences are correct:
- (a) I believed it to be him. I believed that it was he.
- (b) We know the painter to be her. We know that the painter is she.

53 — SLEEPY HOLLOW AND ITS PEOPLE

Outline

- I. The Village.
- (a) Where it was.
- (b) Why so called.
- (c) The quietness of the place.
- II. The People.
- (a) Dreamy and Superstitious.
- (b) Their fixed ways.
- III. Conclusion.

Sleepy Hollow was a little village about two miles from Tarrytown. Its people were of Dutch descent. It was called "Sleepy Hollow," because it was a quiet, dreamy place nestling in a valley. It was the quietest place in the world. Almost the only sounds heard there, were the murmur of a brook, the whistle of a quail or the tapping of a woodpecker. It was so quiet indeed, that a loud noise made there, would be echoed and re-echoed again and again.

The people, influenced by the place, were listless and

dreamy, and given to superstitious beliefs. They imagined that they saw strange things at night, and heard unearthly sounds. In fact, they thought that the whole neighborhood abounded in haunted spots visited nightly by the dead. They were fixed in their manners and customs. While other parts of the state made incessant changes, the old Dutch village remained ever the same.

This was Sleepy Hollow and its people of colonial times, as described by Washington Irving.

Make an outline and write on any one of the following:

1. Ichabod Crane—the Man.
2. Ichabod Crane—the Teacher.
3. Crane's Schoolhouse.
4. Crane's Chores after School.
5. Brom Bones.
6. Scene in Crane's Class the Afternoon He Received the Invitation to the Party.
7. A Description of Crane Mounted on "Gunpowder."
8. Van Tassel's Party.
9. Crane's Ride Home after the Party.
10. The Searching Party and What they found.
11. A Description of "Gunpowder."
12. A Description of Sleepy Hollow.

54 — STUDY OF A POEM

Before you begin to memorize and to study the following very touching poem by Walt Whitman, you will do well to learn something of the period in which the assassination of President Lincoln took place. The poem has reference to this sad event, and the more you know of the history of this tragic episode the better able will you be to appreciate the various allusions so pathetically made in the poem.

O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
The ship has weathered every rock, the prize we sought
is won;

The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and
daring;

But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead!

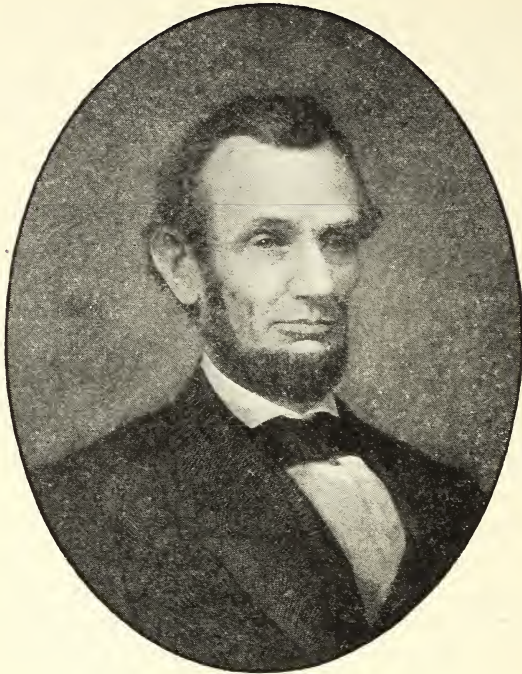
O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquet and ribboned wreaths—for you the
shores a-crowding,
For you they call, the swaying mass, their eager faces
turning;

Here, Captain! dear Father!
This arm beneath your head!
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My Father does not feel my arm, he has no pulse nor will,
The ship is anchored safe and sound, its voyage closed and
done,

From fearful trip the victor ship comes in with object won;
Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

The foregoing poem is well worth while memorizing and understanding. The writer had been a nurse in the great Civil War and was a most intimate friend of the martyred President.



Lincoln

Questions

1. What is meant by "Our fearful trip is done?"
2. For how many years did that "Trip" continue?
3. Why does the author call Lincoln "MY Captain?"
4. What is the meaning of "The prize we sought is won?"
5. Why were "The people all exulting?"
6. What is the author's meaning of "THE SHIP?"

7. Talk on "Dear Father! This arm beneath your head!"
8. What does the author mean by "It is some dream that on the deck You've fallen cold and dead?"
9. Write at least four sentences on "The Assassination of President Lincoln."
10. Find the meaning of "fearful trip" and show its application to the Civil War. (1860-1865.)

55 — CHARACTER SKETCH

Ichabod Crane

Outline

- I. Introduction.
How Irving sums up Crane's Character.
- II. Body.
 - A. Crane's shrewdness
 - (a) in gaining favor.
 - (b) in foiling his rival.
 - B. His credulity
 - (a) as to apparitions.
 - (b) as to stories.
 - (c) "nothing too gross," etc.
 - C. His vanity
 - (a) his importance.
 - (b) his knowledge.
 - (c) his courting.
 - D. Crane's superstition
 - (a) because of his credulity.
 - (b) because of ghost stories heard and read.
 - (c) because of bewitched Sleepy Hollow.
 - (d) result of his superstition.
- III. Conclusion.

Composition

Washington Irving sums up the manner of man Ichabod Crane was, when he says that "he was an odd mixture of small shrewdness and simple credulity."

Crane was shrewd, for he succeeded very well in winning the favor of his pupils' parents. He was so shrewd, indeed, that he often foiled Brom Bones, his rival, the arch-trickster of Sleepy Hollow.

Ichabod was very credulous, however, for he enjoyed listening for hours to the ghost stories of the old Dutch housewives. He believed in witchcraft and often entertained his patrons with his direful tales. In this regard Irving says of him, "Nothing was too gross for his capacious swallow."

The Schoolmaster was also vain. He felt that he was of more importance than the parson himself. It was his high opinion of himself, that made him assume that dominant dignity which was his during school hours. His vanity, also, had no small share in inducing him, who was so homely, to seek the hand of the beautiful Katrina Van Tassel.

Finally, Crane was very superstitious. This was the result of his gullibility; for he believed the ghost stories he heard and read. The dreamy atmosphere in which he lived, had much to do in making him the most imaginative person in the whole world. How terrified, therefore, must he have been, when he encountered, on the dark night, the "Headless Horseman," that "dominant spirit" of whom he had heard so much.

This was Ichabod Crane, who came from Connecticut,

and taught school in Sleepy Hollow, that "region of ghosts and goblins."

In the foregoing outline the terms—Introduction, Body and Conclusion are used to show the three divisions of all well-planned compositions. The capital letters indicate the paragraphs, and the small letters, the points in the paragraph. This kind of plan or outline makes composition work an agreeable task.

The first sentence in each paragraph should be a good beginning sentence; that is, one that will make it easy to develop the paragraph. And if the last sentence in each paragraph be a good ending sentence, your composition will have that nice finish that real artists put to their subjects. After all, what value would a cleverly composed piece of music have, if it had a poor ending? The author thereof would defeat his purpose in so composing. Now, the same is true of all composition work in English. Hence the necessity of good ending sentences.

56 — Outlines

Make an outline of the same type as the foregoing, and write a character sketch of any one of the following:

1. Baltus Van Tassel.
2. Brom Bones.
3. Peter Stuyvesant.
4. A Man I Know.
5. A Woman I Know.
6. A Certain Policeman.
7. A Strange Character I Know.
8. A Certain Boy.
9. A Certain Girl.
10. The Kind of Man "Lindy" Is.

57 — THE GERUND

There is a large class of words ending in ING, that are often confused with present participles; as,

- (a) I like traveling.
He hates visiting.
Praying is an exercise for all.
Walking helps to keep us well.
- (b) John, traveling, met his friend.
She, visiting the sick, cried.
We, praying to Jesus, knelt.
The child, walking, was killed.

The words of group (a) that end in ING are called verbal NOUNS. The words that end in ING of group (b) are present participles.

The ING words of (a) may be the subject attribute or the object of verbs.

The ING words of (b) relate to nouns or pronouns.

Exercise

Point out all the ING words in the following that are verbal nouns, and tell why you call them so:

1. My uncle in traveling through Europe last summer, learned much.
2. So much talking in class prevents serious study.
3. Mining is a dangerous and difficult occupation.
4. The Indians spent much of their time in hunting and fishing.
5. John won a medal for swimming.
6. Indians loved swimming, rowing, hunting and fighting.
7. Lying and cheating are despicable vices.
8. Memorizing is a very important part of learning.

Definition:

A verbal that is used like a noun is called a *Gerund*. Write that definition in your EXERCISE and study it.

Note:

In some grammars a *Gerund* is called a verbal or participial noun. Can you give any reasons for calling a gerund a verbal or participial noun?

58 — THE SYNTAX OF GERUNDS

Give the syntax (how used) of the gerunds in the following:

1. My father likes walking to his work every morning.
2. The enemy fled, leaving all their baggage behind them.
3. Praying earnestly during temptation is a duty.
4. Mary is fond of visiting the Most Blessed Sacrament.
5. Smoking is very injurious to a growing boy.
6. Too much playing prevents the right kind of studying.
7. Eating and drinking can be made very meritorious.
8. Dying is the lot of all; preparing for it is the duty of each.

Give the syntax of the ING words in the foregoing, that are not gerunds.

Give five oral sentences in each of which you use a gerund (verbal noun).

59 — MODIFIERS OF THE GERUND

When the verbal is used as a noun (gerund) any noun or pronoun relating to it must be in the possessive case; as,

1. I remember *your* speaking about the matter.

2. There is no harm in *your* telling me at this time.
3. Do you know the reason for *their* going to that school.
4. The trouble was caused by *our* missing the train.
5. Do you think I can depend upon *his* going there alone?
6. I was not certain of *her* singing that hymn well.
7. You may be certain of *my* doing my very best.
8. This may lead to Mary's securing the position of stenographer.

The gerund (verbal noun) is often preceded by an adjective; as,

1. *Extemporaneous* speaking is a gift few possess.
2. *Violent* playing was the cause of his injury.
3. *Loud* talking is a sign of ill-breeding.
4. *Rapid* firing was heard all along the valley.
5. *The loud* singing attracted my attention on the way.
6. *Frequent* whispering is very annoying in the class.

A preposition is needed after the gerund (verbal) to govern the objective case; as,

1. In the keeping *of* God's law, we find true happiness.
2. By the foolish spending *of* money, some expect pleasure.
3. The saving *of* time is valuable to progress.
4. The chiding *of* a friend is better than the flattery of an enemy.

Exercise

Point out all the gerunds in the following sentences, and name the ones that contain errors; correct the errors, giving the reasons for each correction:

1. I arrived at this conclusion by considering all the data.

2. His constant saving of time is the secret of his great success.
3. By reading good books we store our minds with information.
4. The telling of other person's faults is not always sinful.
5. We generally succeed by paying attention to details.
6. We are told that seeing is believing. Is this always so?
7. The leading of a virtuous life is the surest road to happiness.
8. The minding of one's own business is good business.
9. By the calling of nicknames we injured his feelings.
10. Riding and walking are two excellent forms of exercise.

Caution:

We must not confound the office of the gerund with that of the participle. Note the following:

*Gerund**Participle*

His acting so badly surprised me.

He, acting so badly, surprised me.

Your speaking of him is correct.

You, speaking of him, are correct.

We heard her singing of the hymn.

We heard her singing the hymn.

I saw your writing.

I saw you writing.

I listened to your reading.

I listened to you reading.

Note:

The sure tests for the GERUND are:

1. You can substitute an infinitive verb or phrase for a GERUND.
2. You can prefix a noun or a pronoun in the possessive case to a Gerund.

3. It is preceded by an article and followed by a preposition.

Parts of the verbs *be* and *have* added to simple verbals make compound verbals. Thus from the verb *pack* we have the following:

<i>Simple Verbals</i>	<i>Compound Verbals</i>
Packing (present, active).	Being packed (present and passive).
Packed (past and passive).	Having packed (perfect, active).
	Having been packed (perfect, passive).

Note:

It will be noticed that the same terms; namely, *present*, *past*, *perfect*, *passive*, *active*, and *state of being*, used for verbs are also used for participles. Verbals is the generic term given by some grammarians for Gerunds and Participles.

The present participle—always ending in “ing”—expresses *action*, *passion*, or *state of being* continuing; as,

1. (Active.) I saw him packing his trunk.
2. (Passive.) I saw the trunk being packed.
3. (State of being.) His being sick causes his absence.

The past participle—ending in *ed*, *d*, *en*, *n*, etc.—expresses passive action as completed; as, I saw the trunk packed by him.

The perfect participle expresses action, passion, or state of being just completed or still continuing in its effects; as,

1. Having packed his trunk, he started. (active)
2. His trunk *having been packed*, he started. (passive)
3. John, *having been sick*, remained home. (state of being)

Participles, like verbs, are modified by adverbs and adverbial phrases, and when they are derived from active verbs they govern nouns and pronouns in the objective case.

1. He won the medal by *running quickly*.
2. He won the medal by *running with speed*.
3. I heard him *speaking eloquently*.
4. I heard him *speaking with eloquence*.
5. He earned money by *making hay*.
6. I saw him *making hay*.

In numbers 5 and 6 "hay" is the object of the verbal.

Tell whether the words ending in "ing" in the following sentences are gerunds, or participles, or part of a verb in the progressive or compound form.

1. His being absent caused the trouble.
2. Instead of going to school, he went to the park.
3. The crying of the child was heard.
4. He spent hours thinking about the invention.
5. The saying of the prayers was inspiring.
6. The singing of the angels was heard by the shepherds.
7. I saw him making hay.
8. He went a-hunting.
9. He was writing when I left.
10. He won the medal for reciting.
11. Peter said, "I go a-fishing."
12. "Having loved His own who were in the world,
He loved them unto the end."

"a" as it is used in numbers 8 and 11 is an old preposition meaning *in* or *on*.

Note:

It will be noticed that gerunds used as subjects, objects or attributes of verbs are almost similar to the infinitive mode in meaning, and are called Gerundial Infinitives by some grammarians.

Where the dash occurs, insert the proper gerund or participle.

1. The boy, —— with fatigue, fell into a deep sleep.
2. The art of —— well and fluently is very important.
3. Henry, —— on the pavement, broke his leg.
4. —— by the gale, the vessel dashed against the rocks.
5. —— the city. He wept over it, etc.
6. —— with difficulties, St. La Salle never lost courage.
7. The tyrant Nero, —— many cruel acts, died a miserable death.
8. —— the grizzly is —— sport.
9. By —— names we injure a boy's feelings.
10. She improved her mind by —— good books.

Define gerund, participle.

In what are they like verbs?

In what do they differ from verbs?

Why are they called verbals?

Why are they called participles?

Why are Gerunds so called? Participles?

60 — RECOGNIZING PARTICIPIAL FORMS

What does each italicized word in the following modify?

1. The *cantering* horse did not win the race.
2. *Cantering* slowly, the horse came in last.

3. The horse *cantering* so easily belongs to my sister.
4. *Cantering* is a slow, easy movement of a horse.

Cantering in sentence 1, is a participial adjective. Why? In sentence 2, *cantering* is a participle (present). Tell why. Why is *cantering* in sentence 3, a present participle? *Cantering* in sentence 4, is gerund (verbal or participial noun). Why?

Exercise

Point out the participial phrase in each of the following, and tell what word each phrase modifies:

1. I saw a young boy running down the path in front of me.
2. Her shoes, squeaking at every step, annoyed the congregation.
3. That little girl standing near the window is my sister.
4. The steam rising from the boiling water is called vapor.
5. That is an Indian canoe skimming across the water.
6. Holding the firecracker at arm's length, I slowly walked away.
7. The ice, melting in the sun's hot rays, made pools of water.

61 — THE PAST PARTICIPLE

You have learned that almost every verb has two participles, the present participle and the past participle.

The present participle is easily recognized because it always ends in *ing*. You must have noticed that the present participle is also partly an adjective, as it may modify a noun or pronoun as in the sentences in the foregoing Exercise.

Examine the following sentences and see if the *past* participle may also modify a noun or pronoun, and thus be part verb and part adjective:

1. The dough, baked by the heat of the oven, became a fine loaf.
2. Baked by the heat of the oven, the dough became a fine loaf.

In the expression, *His hat*, would you call *His* an adjective?

Baked modifies the noun *dough* and is, therefore, adjectival. But the phrase, *by the heat of the oven*, modifies the word *baked*, showing that *baked* is verbal.

The word, *baked*, being both adjectival and verbal is, therefore, a participle (past).

Exercise

Name the past participle in each of the following sentences and tell what each participial phrase modifies:

1. This is a story taken from *Æsop's Fables*.
2. A twig taken from a rosebush may be made grow.
3. The most important subject taught in our school is Religion.
4. The words spoken by Our Lord at the Last Supper are true.
5. Our lessons, learned well, are of great benefit to us.
6. The Church, founded on the Rock of Peter, is indestructible.
7. I shall now sing you a song sung many years ago by my dear mother.
8. A Catholic guided by his Faith, will not go wrong.

62 — SPELLING OF PRESENT PARTICIPLES

<i>Present Tense</i>	<i>Present Participle</i>	<i>Present Tense</i>	<i>Present Participle</i>
(a) prefer	preferring	(b) offer	offering
refer	referring	suffer	suffering
defer	deferring	differ	differing
upset	upsetting	pilfer	pilfering
compel	compelling	enter	entering

You will notice that each of the words in the first column of (a) is accented on the last syllable, and that the last syllable ends in a consonant preceded by a single vowel.

All such words double the final consonant in adding a syllable; as, in second column of (a).

From the foregoing rule you can tell why the final consonant of each word in first column of (b) is not doubled in adding ING.

Exercise

Write the *Present Participle* of each of the following verbs, applying the rules you have learned in former grades. Give the rule in each instance:

talk	stop	occur	tinge	slip	repel	diagram
rise	spell	divide	swing	singe	cross	travel
hop	sleep	dine	sing	argue	prefer	drum

Name the verbs in the foregoing list in which the formation of the past participle is governed by the same rule of spelling as that governing the formation of the present participle.

63 — THE DANGLING PARTICIPLE

When the verbal is not governed by a preposition as, *speaking to him*, it relates to a noun or a pronoun.

Tell what is wrong with the sentence following:

(a) *Going to the door, it was raining.*

The participial phrase preceding is, *Going to the door*. But what does this phrase modify? Surely it does not modify either the pronoun *It* or the noun *door*. Evidently there is something missing in the sentence.

We may remedy this by supplying a noun or pronoun which may be modified by the participial phrase, *Going to the door*. And we may say:

Going to the door, I saw that it was raining.

John, going to the door, saw that it was raining.

Going to the door, Mary saw that it was raining.

Each of the foregoing participial phrases relates to the subjects, *I*, *John*, or *Mary*, respectively.

A participle incorrectly used as is GOING in the sentence (a) foregoing is called a DANGLING PARTICIPLE, being left, as it is, without a noun or pronoun to which it should be attached.

Make the following Dangling Participles relate to a noun or a pronoun:

1. Going home from school, there was no one in.
2. Arriving at ten o'clock, the first lesson was finished.
3. Waking up early this morning, the sun was shining.
4. Following his directions, the path was the wrong one.

64 — GENERAL REVIEW OF THE PARTICIPIAL FORMS

1. What is a gerund? From what part of speech are gerunds formed? What does gerund mean?
2. Give five oral sentences in each of which you use a gerund.
3. What other names are sometimes given to the gerund?
4. What is the difference between the gerund and the participle?

5. What is the last syllable of a gerund? Illustrate.

6. Give the syntax (use of) of the gerunds in the following:

- (a) My mother teaches me crocheting.
- (b) Crocheting in the evening after supper is pleasant.
- (c) The Indians spent much time in hunting and fishing.
- (d) Living for God is the best way to be happy.
- (e) I saw John studying.

7. Name the part of speech to which each ING word in the following belongs:

- (a) The path, winding around the foot of the mountain, is stony.
- (b) The winding path around the foot of the mountain is stony.
- (c) Mary, singing the hymn so sweetly, charmed us all.
- (d) Mary's singing of the hymn so sweetly charmed us all.
- (e) Mary's singing teacher is well pleased with her.
- (f) Studying usually results in learning.

8. To what part of speech does the participial form belong when it is modified by an adjective? by a noun or pronoun in the possessive case? Give five oral sentences in each of which the participial form is modified by an adjective.

Give five oral sentences in which a noun or pronoun in the possessive case modifies the participial form.

9. To what part of speech does each italicized word following belong:

- (a) The *sewing* machine is of great help to us.
- (b) My mother teaches me *sewing* in the evening after supper.

(c) *Sewing* after supper is a pleasant occupation.

(d) My mother, *sewing* after supper, teaches me to be industrious.

10. What is the last syllable of every Present Participle?

11. Give the rule for forming the Present Participle from the Present Tense of the verb.

12. Write the Present Participle of the following verbs:

upset	offer	suffer	pilfer	enter
compel	defer	refer	differ	proffer

13. Write the Present Participle of the following verbs, giving the rule in each instance:

compose	help	slide	chide	thin	din
yell	argue	slip	chip	rinse	dine

14. Give the definition of the Past Participle.

Use five oral sentences in each of which you have a Past Participle.

15. Name the words modified by the Past Participles in the following:

(a) This is a valuable gift, given to me by my dear mother.

(b) Every word spoken by our Divine Lord is true.

(c) The boy killed by the auto was only ten years of age.

(d) The little child, frightened by the noise, began to cry.

(e) The bread baked by my mother tastes good.

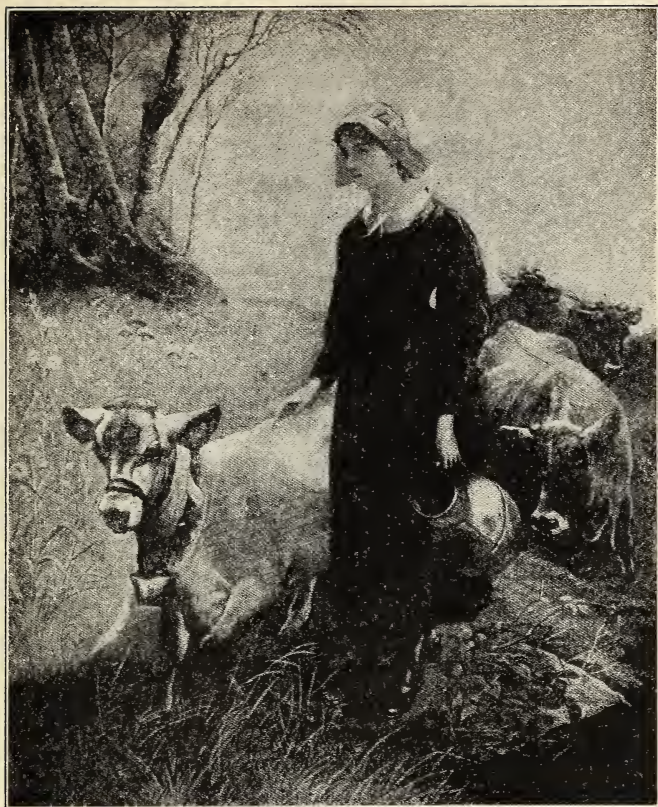
16. When is a participle called "Dangling?" Illustrate.

17. Correct the following "dangling" participial expressions:

(a) Climbing to the top of the hill, the valley was seen.

(b) Going to the coal bin, it was empty.

(c) Turning out the gas, it became very dark in the room.



Evangeline

65 — EVANGELINE

Outline

I. The Acadians of Colonial Times.

II. Their Expulsion.

- (a) Why expelled.
- (b) Separations at embarkation.
- (c) Their destination.

III. Evangeline and Gabriel in the South.

- (a) Her inquiry for Gabriel.
- (b) The futile search.
- (c) Quest abandoned.

IV. Evangeline in the East.

- (a) Her consecration and work.
- (b) Her new patient.
- (c) Mutual recognition.
- (d) His death—her prayer.

V. Sacrifice Rewarded.

- (a) The two graves.

Composition

In "Evangeline," Longfellow beautifully describes the simple pastoral life of the Acadians, and says, "There the richest were poor and the poorest lived in abundance." This was in colonial times before the French and Indian War.

During the War these good, French people were suspected of disloyalty to the Crown. They, with their devoted Curé, Father Felician, were condemned by the British to be banished from their "homes of peace and contentment." They were accordingly put on ships and dropped off at several points along the coast from Maine to Florida. In the excitement of embarkation, wives were separated from husbands, children from parents, and sweethearts from lovers. And so it happened that the newly-betrothed

lovers, Gabriel and Evangeline, were among those thus parted, and sent far to the South.

On her arrival there, Evangeline inquired as to Gabriel's whereabouts. She learned that he had gone west with some trappers. Then began that long, weary, futile search so graphically described by the author. After thus wandering for many years, she hopelessly abandoned the quest.

She then came east and consecrated her life to God, as a nun, to serve the sick poor in the Alms-House in Philadelphia. While on her rounds one Sunday morning, she recognized among the new patients, her long-lost Gabriel. She lifted his weary head, gazed into those dying eyes, and in a transport of joy mingled with sorrow, exclaimed, "Gabriel, my beloved!" He smiled faintly, whispered her name and died in her arms. She placed his head on the pillow, and gratefully sobbed, "Father, I thank Thee."

Thus was that life of sacrifice rewarded. The long-separated ones now lie side by side in the little graveyard of the Alms-House.

Make an outline and write on one of the following:

1. The Land of Acadia.
2. Grand Pré.
3. Acadian Life.
4. A Description of Evangeline.
5. An Evening in Grand Pré.
6. Father Felician.
7. Benedict Belfontaine.
8. Gabriel La Jeunesse.
9. The Old Notary's Story.
10. The Morning of the Summons.
11. Scene in the Church at News of Expulsion.
12. The Solemn Procession to the Sea-Shore.

13. The Burning of Grand Pré.
14. Night on the Sea-Shore and Benedict's Death.
15. The Embarkation.
16. Life in the South.
17. Evangeline's Search for Gabriel.
18. Evangeline's Work as a Nun.
19. The Long Lost Lover Found.
20. The Story of Evangeline.

Numbers 11-20 may be used as titles for oral compositions.

66 — CHOOSING THE RIGHT WORD

We do not give sufficient care to use the best word in speaking or in writing. If we read carefully the works of the best writers, we shall notice their choice of exact words.

Read the following and ask yourself if you agree with the corrections made of the italicized words, and if you can think of other words more appropriate than those used.

Frank Learns A Lesson

Frank $\left\{ \begin{array}{l} \text{believed} \\ \text{supposed} \\ \textit{thought} \end{array} \right\}$ that all the world was $\left\{ \begin{array}{l} \text{unkind to} \\ \text{opposed to} \\ \textit{down on} \end{array} \right\}$ him. I wouldn't $\left\{ \begin{array}{l} \text{take back} \\ \textit{return} \end{array} \right\}$ his library book for him, and there was thirty cents due on it $\left\{ \begin{array}{l} \text{now} \\ \textit{already.} \end{array} \right\}$ And $\left\{ \begin{array}{l} \text{worse still} \\ \textit{more than all this} \end{array} \right\}$ the teacher had $\left\{ \begin{array}{l} \text{cautioned} \\ \textit{warned} \end{array} \right\}$ him of $\left\{ \begin{array}{l} \text{unpleasant} \\ \textit{serious} \end{array} \right\}$ results if he $\left\{ \begin{array}{l} \text{delayed} \\ \textit{omitted} \end{array} \right\}$ to hand in his $\left\{ \begin{array}{l} \text{composi-} \\ \text{tion} \\ \textit{essay} \end{array} \right\}$ on an $\left\{ \begin{array}{l} \text{adage} \\ \textit{proverb} \end{array} \right\}$ given as the $\left\{ \begin{array}{l} \text{topic} \\ \textit{subject} \end{array} \right\}$ the week before.

Frank had { thought he could have } this Saturday as
 { counted on having }
 { entire } day to { act } as he { pleased } and to go
 { a whole } { do } { wished }
 { roaming } with nobody but Fido (his dog), and here was
 { round }
 his mother { compelling } him { go with } the { small } son
 { making } { escort } { little }
 of the new { physician } in the village on a fishing { excursion }
 { doctor } { trip }.

Correct Usage

Pay attention to the correct usage of the words in the following sentences:

Altogether vs. all together:

Altogether means entirely; This coat is altogether too small.

All together means all in the same place or at the same time: Our parents always like to have us all together at dinner on Thanksgiving Day.

Affect, Effect:

Affect means to influence or to act upon; as, We do affect the lives of others by our example.

Effect means to accomplish or to produce; as, The effect (result) of your conduct will not be beneficial to yourself, unless you correct your faults.

Apt

Liabie

Likely

Apt refers to a natural tendency; as, He is an apt pupil. The burnt child is apt to beware of the fire.

Likely means that which is probable; as, My father is likely to be home this evening.

Liabile means an unpleasant possibility; as, That man is liable to be arrested for his misconduct.

Etc. is the abbreviation of the Latin *et cetera*, which means "And other things." Hence, do not say, Sugar, coffee, tea *and* etc. Omit the *and*, otherwise you would say, Sugar, coffee, teas *and and* other things.

AYE—When this word is pronounced so as to rhyme with *day* it means forever; as, We hope to be with God for ever and aye. When *aye* is pronounced to rhyme with *I* it means yes; as, All those in favor of the motion say "Aye."

Between — Or:

Do not use these two words as correlatives; as, He had to choose between a *fine* or a jail sentence. Rather say, He had to choose between a fine and a jail sentence.

Bi-weekly — Semi-weekly.

Bi-weekly means every two weeks.

Semi-weekly means twice every week.

The magazine appears bi-weekly.

The paper appears semi-weekly.

Bi-monthly, semi-monthly; bi-annual (biennial), semi-annual have kindred meanings, i. e.—once in two months, twice in a month, once in two years and twice in a year, respectively.

Character — Reputation:

Character is the sum total of a person's qualities. It represents what a man *Is*.

Reputation is what a man is supposed to be according to what is said about him.

A man of very bad character may have a very good reputation, and vice versa.

Childish — Child-like:

Childish means trifling, weak, worthless.

Child-like means qualities which are found in the child that render him innocent, pleasing, attractive.

Healthy — Healthful — Wholesome:

Healthy denotes a condition of health.

Healthful suggests the idea of giving or producing health.

We may speak of a *healthy* boy; of a *healthful* climate.

Our teacher often gives us *wholesome* advice. My mother tries to have *wholesome* food for us.

There is no doubt in my mind.

The phrase *in my mind* is a tautology (it is superfluous). Where could the doubt be except in the mind? Surely it could not be in the nose.

I have no doubt BUT that he will go, etc.

The word *but* should be omitted. The *meaning* of the foregoing sentence is really, that I do *not* doubt his going. But the word *but* makes the sentence say, I have only *one* doubt, and that *doubt* is about his going. In other words the word *but* in such sentences says directly the opposite of what the writer or speaker intends.

Only:

This word *only* has the dangerous facility of slipping into the wrong place in our sentences, and thus changing their entire meaning. Carefully examine the following and find the precise meaning conveyed by each sentence:

Only Patrick lent me his brother's knife.

Patrick only lent me his brother's knife.

Patrick lent only me his brother's knife.

Patrick lent me only his brother's knife.

Patrick lent me his only brother's knife.
 Patrick lent me his brother's only knife.
 Patrick lent me his brother's knife only.

It will be seen at once that these seven sentences differ in meaning one from the other, although the words are identical in all six sentences. Notice the correct position of the word, *only*.

Would of, for Would have:

We often hear such expressions; as,

I would of done it if I

had time.

Should be, I should *have*.

He should of known better. Should be, He should *have*.

They could of gone there. Should be, Could *have*.

Preventative vs. Preventive.

The best authorities on English tell us to avoid the word *preventative*, for, they say, it is not English.

Quinine is a good *preventive* against malaria.

The practise of Religion is the best *preventive* against the violation of the laws of our country.

Remark:

The foregoing words, their explanation and use will help you in the choice of the best words to use in writing and speaking. Be certain of the meaning of your words. Use the dictionary.

67 — DRAMATIZATION

Dramatization is the act of making a play of a story. In order to do this one must make the Characters act. This is done by using present tense verbs as in the synopsis or summary.

The following synopsis will serve as an aid in dramatization:

The Play or Drama.

1. The Characters.
2. Acts—(Settings or Scenes).
Time—Place.

Singing Leaves, by James Russell Lowell (Dramatized).

- Characters:—1. The King. 2. Three daughters (the eldest two) (the youngest—Princess Anne). 3. The Page (Walter).

Act I.

Scene: The Royal Court—Morning.

King, about to go to Vanity Fair, proposes to buy presents for daughters. He gives them their choice—The first and second choose gems, silks, etc., the third asks for Singing Leaves—King is pleased with the first two daughters—displeased at last daughter's choice—He scolds—He sees her resemblance to her dead mother, is soothed and consents to get "Leaves." King and page set out on horse for three days' journey to Vanity Fair.

Act II.

Scene: Vanity Fair—Morning.

King buys gems, silks, etc.—Singing Leaves nowhere to be found—They start for the greenwood.

Act III.

Scene: Greenwood—Noon.

King asks trees for Singing Leaves—Trees are silent—King cries out in despair—Walter's compromise—to give leaves if King gives him the first thing they meet at castle gate. King thinking it will be his dog, consents—Walter produces Leaves—They start for castle.

Act IV.

Scene: Castle gate—Evening.

Princess Anne first to meet them—Her joy—Father's sorrow. The costly Leaves sing Walter's love song—Walter takes Princess and makes her queen of the broader lands.

(Curtain.)

Dramatize the following according to foregoing outline:

1. Horatius at the Bridge.
2. Rhoecus.
3. The Man Without a Country.
4. Vision of Sir Launfal.
5. Evangeline (before expulsion).
6. The Gold Bug.
7. Courtship of Miles Standish.
8. The Lady of the Lake.
9. My Double and How He Undid Me.
10. Legend of Sleepy Hollow.

If the title be that of a book, dramatize only the part that will make a good play. One good scene will suffice.

The outline may be put in briefer form than the foregoing synopsis.

68 — A SUMMARY OF THE RULES OF SYNTAX

Syntax treats of the agreement, government and arrangement of words and groups of words in sentences. It is considered one of the most important divisions of grammar. It literally means, "Putting together in order."

When you have doubt as to whether or not a pronoun should be in the nominative case or in the objective case, consult the rules of syntax and you will have no difficulty in deciding the matter. This also holds true in deciding

whether a verb or a pronoun should be singular or plural.

By carefully following the rules of syntax, you will speak and write good English.

We give only the most important rules here, for you have learned syntax in the other grades.

The Article (Adjective)

1. The Article *A* is placed before words beginning with a consonant *sound*. *An* is used before words beginning with a vowel *sound*.

A good boy.

A little saint.

An evil omen.

An eminent saint.

2. Repeat the article before adjectives referring to different nouns.

A young and *an* old man were seen walking arm in arm.

A silk and *a* calico dress are quite different in their cost.

3. Do not repeat the article in a comparison if both nouns refer to the same person or thing.

John is a better speaker than mathematician. (One person.)

Mary is an abler writer than speaker.

4. When titles are used merely as titles omit the article.

The chief executive in a republic is called President.

He was elected to the high office of Governor.

He well deserved the title of patriot and saint.

5. Omit the article before abstract nouns.

Gold is a very valuable metal. John studies electricity.

He loves purity and charity.

The Adjective

1. Use the adjectives *this* and *that* with singular nouns; use *these* and *those* with plural nouns.

This kind of language is unworthy of a gentlemen.

That sort of conduct will not be tolerated in this school.
These books are better than those books you have.

2. When the adjective necessarily implies plurality the noun must be in the plural.

That chain is sixty-six feet long. (not foot long.)
Soldiers sometimes march thirty miles a day. (not mile.)

My mother bought five pounds of butter. (not pound.)

3. Use the comparative degree when a comparison is made between two objects.

John is younger than James. Henry is smarter than Patrick.

The latter term in the comparison must never include the former, when the comparison is made between two things.

New York is larger than any other city in the United States. (Not, than *any* city.)

John is younger than any other boy in the class. (Not, than any boy.)

4. The superlative degree is used when we compare one person or thing with two or more of the same kind.

John is the strongest of all the boys in the class.
Mary is the most studious of all the girls in the school.
When the superlative degree is used the latter term of comparison must always include the former.

He is more admired for his conduct than any other boy in the school. (Not, than any boy.)

Americans are said to be the most industrious people in the world.

Francis is the best singer in our class.

5. Use *each other* for two persons or things; *one another* for more than two.

John and Henry like each other very much.

Children of the same family should love one another.

6. The adjectives *each*, *every*, *either*, and *neither*, are in the third person singular; therefore nouns, verbs and pronouns must agree with them in person and number.

Let each man do his duty. Every person is responsible for his acts.

Is either of these boys to blame?

No, neither of them *is* to blame.

7. Avoid the use of double comparatives and double superlatives.

He was more noble than she. (Not more nobler.)

She was more wise than they. (Not, more wiser.)

Mary had the costliest coat I ever saw. (Not, most costliest.)

8. Be careful not to use adjectives for adverbs.

The Hudson looks grand. (Not grandly.)

We sailed down the river more quickly than usual.
(Not, quicker.)

A rose by any other name would smell as sweet. (Not, sweetly.)

We heard him running quickly towards us. (Not, quick.)

Our work was not done so easily as you think it was.
(Not, as easy.)

9. Use *either* or *neither* when two persons or things are meant; use *any* or *none* for more than two.

Did either of these two boys bring the book? (Not, any.)

Neither of the boys brought it. (Not, none.)

Any of these four girls may have the globe. (Not, either.)

None of these four girls may take it. (Not, neither.)

The Nominative Case

1. A noun or pronoun which is the subject of a finite verb is in the nominative case.

Who threw that piece of paper on the floor? I. (Not me.)

She and I are first cousins. (Not, her and me.)

My brother and I came early last week. (Not brother and me.)

Noun or Pronoun in Apposition

A noun or pronoun explaining a preceding noun or pronoun is put by apposition in the same case as the word explained.

Nathaniel Hawthorne, author of the "Marble Faun," was an eminent writer.

I have read the story of Joan of Arc, the Maid of Orleans, Soldier and Saint.

We should do no unnecessary manual work on Sunday, the Lord's Day.

Thomas Jefferson, the author of the Declaration of Independence, was the third President of the United States.

I saw John, him who was sick.

Give the case of each noun in apposition in the foregoing sentences.

The Possessive Case

1. Do not use the apostrophe with pronouns in the possessive case.

I am, yours truly (not your's).

The book is hers (not her's).

2. When two or more nouns in the possessive case are connected by the conjunction AND, and refer to the same person or thing, the apostrophe is used with the last noun only.

Henry and Patrick's boat is a good one. (joint ownership)

Henry's and Patrick's boats are good ones. (separate owner)

This book is Peter's or Mary's. (separate ownership)

This violin is Peter and Mary's. (joint ownership)

We have girls' and boys' shoes for sale. (separate ownership)

My mother and father's home is also mine. (joint ownership)

3. Some plural possessives may refer to a singular noun:

We should love God with our whole heart. (not hearts)

For our part, we do not understand it. (not our parts)

They changed their mind at the last moment. (not minds)

We should gladly submit our will to the will of God. (not our wills)

Is their health good? (not healths)

These are called Idiomatic expressions.

Nominative Case Independent

1. A noun or a pronoun is put in the nominative case when it depends on no other word in the sentence.

Your money, where did you place it?

My father, why he is not here. He is at work.

O, my brother, why did you go away and leave us?

Oh, what a sad mistake! Shall I ever forget it?

"And thou, too, Brutus!" O happy we, with such opportunities.

2. A noun or a pronoun used with a participle, the entire construction being equivalent to an adverbial clause, is put in the Nominative Absolute:

- (a) The work being finished, the men went home. This sentence may be read, The men went home because the work was finished. The word "work" in (a) is said to be in the Nominative Absolute.
- (b) Night coming on so suddenly, we took refuge in the farmhouse. The foregoing sentence may be rendered, We took refuge in the farmhouse because the night came on so suddenly. *Night* is used with the participle *coming* and is said to be in the Nominative Absolute.
- (c) They had some difficulty in hiring the boat, the ferryman being afraid of them.

The foregoing is rendered, Because the ferryman was afraid of them, they had some difficulty in hiring a boat. Ferryman is used with the participle *being* and is said to be in the Nominative Absolute.

Exercise

Name the nouns in the Nominative Absolute in the following:

This condition being understood, the next step is easy.
The act accomplished, the conspirators separated.

The last voyage proving unfortunate, I grew weary of the sea.

Jesus dying for us on the Cross, our sins were blotted out.

The Verb

1. A finite verb must agree with its subject in person and number.

The boy is studious.

The boys are studious.

The child was sick.

The children were sick.

The girl works the problem. The girls work the problem.

2. When the subject is a phrase or a clause the verb must be singular.

(a) To speak with our dear Lord in the Blessed Sacrament *is* a wonderful privilege accorded to us all.

(b) That we are allowed to speak with our dear Lord in the Blessed Sacrament *is* a wonderful privilege.

(c) To be obedient to parents and teachers is the duty of all children.

(d) That children should be obedient to parents and to teachers is very clear.

3. The subject and the attribute may sometimes be transposed, but the verb must agree with the subject, not with the attribute.

(a) The wages of sin *is* death; i.e., Death is the wages of sin.

(b) Two vowels in one syllable is a diphthong.

A diphthong is two vowels in one syllable.

(c) What are the rates over that road? The rates *are* three cents a mile over that road.

4. Statements that are always either true or false are expressed in the present tense.

(a) I know the sun rises in the East. (not rose)

(b) The Priest said that the Catholic Church *is* the Church of Jesus Christ.

- (c) He denied that two and three *make* four. (not made)
- (d) The naturalist told us that kangaroos *have* long hind legs.
- (e) I have read that the needle of the compass always *points* to the poles of the earth.

5. When the verb has two or more subjects connected by *and* the verb is usually in the plural number.

Henry and Patrick *are* good boys. Mary and Jane *are* studious.

The King and his son *drive* out together in the Park.

Boys and girls *attend* Mass together in our chapel.

6. When the adjectives *each, every, either* or *no*, precede the connected subjects, the verb must be in the singular.

Each boy and each girl *is* to do the same problems.

Every day and even every hour *brings* us nearer the grave.

No honor and no reward *is* suggested by the committee.

7. When two subjects are connected by the conjunctions, *as-well-as* or *but*, the verb must agree with the first subject.

Mary, as well as her cousins, was at the Mission.

Mary, but not her cousins, was at the Mission.

Her cousins, but not Mary, were at the Mission.

My parents, as well as myself, were well pleased with the trip.

8. When a verb has two subjects, one of which is affirmative and the other negative, it must agree with the affirmative.

Justice, and not his impulse, *is* the guide for a magistrate.

Not riches, but virtue *is* the best possession in life.
Sins, and not Providence, are the cause of many misfortunes.

9. Two or more connected subjects describing but one person or thing require a singular verb.

The priest and poet, *was* a great patriot. (One person.)
That learned chemist and doctor *has* just died.
The eminent lawyer and statesman *is* our candidate.
His sole end and aim *is* to get money. (End and aim equal purpose.)

Verbs Connected by "Or" or "Nor"

1. When a verb has two or more *singular* subjects connected by OR, or NOR it must be singular.

Either he or his brother *was* wrong. (Not *were*.)
Neither he nor his brother *was* wrong.
John or Henry *is* to be with me on the journey.
Neither John nor James *is* to be with me on the journey.

2. The verb does not agree with the parentheses.

One day (or one hundred days) *is* as a moment compared to eternity.

John (all of you for that matter) *is* welcome.

3. When the verb has both a singular and a plural subject it usually agrees with the subject placed next to it.

Neither Mary nor her sisters *were* at the party. (Not *was*.)

Either you or he *is* to give the salutatory at the Commencement.

Neither the captain nor his soldiers *are* to blame for it.

4. The speaker should mention himself last, except in admitting a fault.

2. The adverb should be placed as near as possible to the word it modifies.

We should *always* obey our parents and teachers.

He took *only* the book. He *only* saw the picture; he did not disfigure it.

Catherine *frequently* goes to Mass and Holy Communion.

3. A negation should be expressed by only one negative adverb.

I could *not* say any more to him than I did.

No one has ever found out anything about his disappearance.

4. Do not use the adverb *no* in reference to a verb.

I am not certain whether this be true or *not*.

He is not sure whether he will go or *not*.

Whether he is guilty or *not*, he is far from being innocent.

The Pronoun

1. A pronoun must have the same person, number and gender as its antecedent.

I saw the boy *who* was there. I saw the boys *who* were there.

I know the girl *who* was there. I know the girls *who* were there.

State the Person, Number and Gender of each *who*.

2. The rules applicable to connected subjects of verbs apply also to connected antecedents of pronouns. (refer to these rules)

The Preposition

1. The noun or pronoun used as the object of a preposition is in the objective case.

The secret was between him and me. (not he and I)

The apples were given to *her*, and *him* and *me*.
Our teacher spoke to *them* and to me.

2. To express a change of place we use *into*, not *in*.

Let us go *into* the Church for a little visit.

We must not speak to others while *in* the Church.

Henry sprang *into* the river to rescue the child.

The little fishes swim in the rivulets and streams.

3. Prepositions are omitted, usually, after verbs of giving, getting, and some others.

Give me the book. (to me) Hand him the ruler. (to him)

My father gave me a present on my birthday. (to me)

Our teacher showed us the pictures in her album. (to us)

4. Use the preposition *between* in reference to two persons or things.

There is a great difference between Patrick and John.

Our teacher divided the prizes equitably *among* the pupils.

There should be no disputes *among* us.

We must choose *between* heaven and hell.

The Conjunction

1. Conjunctions connect words, phrases, or clauses.

John *and* James are brothers.

John or James is the owner of that dictionary.

Henry goes to Church *and* to school every day.

We should love God with our whole heart, *and* we should love our neighbors as ourselves.

2. Some conjunctions serve to introduce sentences or clauses.

That I must die is certain.

Though I have pain and trials I will still confide in God.

If we serve God well, He will surely reward us well.

3. Use the conjunction *than* after comparatives, and after the words *else*, *other*, *rather*. Do not use *but* after *such*.

I no sooner saw the danger than I jumped. (not, but I)^d

The Catholic Church is none other *than* the Church of God.

If you have no other reason *than* this, you should do it.

No other *than* our dear Lord has died to redeem us.

The Participle

Participles relate to nouns or pronouns, as:

John, running, broke his leg.

I heard him singing.



APPENDIX



1 — APPENDIX

All necessary models of the conjugation of the verb will be found in this appendix. These models may be used through grades where they will fit in with the work being done. It is not thought useful to spend *too* much time on conjugation of verbs. Let there be thorough understanding of the various forms of conjugation, and the pupils will be able to determine whether or not they are using the correct forms.

The REVIEW, as found in this Appendix, should be thoroughly mastered by the pupils. It should be used frequently during the term and not neglected till the last few weeks of the year. The pupils who faithfully follow the lessons of these grades will acquire a good practical knowledge of our Mother Tongue.

List of Irregular Verbs

(As the *present participle* is always formed by adding *ing*, to the present, it is omitted from the list here given.)

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
arise	arose	arisen
be	was	been
bear (to bring forth)	bore, bare	born
bear (to uphold)	bore	borne
beat	beat	beaten, or beat
begin	began	begun

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
bid	bid, bade	bidden, bid
bite	bit	bitten, bit
blow	blew	blown
break	broke	broken
chide	chid	chidden, chid
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate, eat	eaten
fall	fell	fallen
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgotten, forgot
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hide	hid	hidden, hid
hold	held	held, holden
know	knew	known
lie (to recline)	lay	lain
ride	rode	ridden
ring	rang, rung	rung
rise	rose	risen
run	ran, run	run
see	saw	seen

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
shake	shook	shaken
shrink	shrank	shrunk
sing	sang, sung	sung
sink	sank, sunk	sunk
slay	slew	slain
speak	spoke, spake	spoken
spit	spit, spat	spit, spitten, spitted
spring	sprang, sprung	sprung
steal	stole	stolen
stride	strode	stridden
strive	strove	striven
swear	swore	sworn
swim	swam, swum	swum
take	took	taken
tear	tore	torn
throw	threw	thrown
tread	trod	trodden, trod
wear	wore, wear	worn
write	wrote	written, writ
weave	wove	woven, wove

2 — VERBS WHOSE PAST TENSE AND PAST PARTICIPLE ARE ALIKE

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
abide	abode	abode
bend	bent	bent
beseech	besought	besought
bet	bet	bet
bind	bound	bound
bleed	bled	bled
breed	bred	bred

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
bring	brought	brought
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
cling	clung	clung
cost	cost	cost
creep	crept	crept
cut	cut	cut
dig	dug	dug
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
grind	ground	ground
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
pay	paid	paid
put	put	put
read	read	read
rend	rent	rent
rid	rid	rid
say	said	said
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
shut	shut	shut
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
speed	sped	sped
spent	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
stand	stood	stood
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
sweep	swept	swept

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
swing	swung	swung
teach	taught	taught
tell	told	told
think	thought	thought
thrust	thrust	thrust
weep	wept	wept
win	won	won
wind	wound	wound
wring	wrung	wrung

Become thoroughly familiar with the various forms of the Neuter Verb, *be*. All the forms of the passive and the progressive verb require this verb as an auxiliary. Hence in learning its conjugation, you are becoming familiar with all the forms of conjugation except the active form.

Indicative Mood

Present Tense

<i>Singular</i>	<i>Plural</i>
I am	We are
You are	You are
He is	They are

Past Tense

I was	We were
You were	You were
He was	They were

Future Tense

I shall be	We shall be
You will be	You will be
He will be	They will be

Present Perfect

<i>Singular</i>	<i>Plural</i>
I have been	We have been
You have been	You have been
He has been	They have been

Past Perfect

I had been	You had been
You had been	You had been
He had been	They had been

Future Perfect

I shall have been	We shall have been
You will have been	You will have been
He will have been	They will have been

We may use nouns and adjectives after each term in the foregoing conjugations; as,

I am sick, you are tired, he is good
I shall be a good pupil, you will be a scholar

and we shall thus see the meaning of the forms above, and know the mood and tense in which the verb is found.

Important:

By using the *perfect* participle of an active verb after each of the foregoing forms of the neuter verb we make the Passive Form; as,

I am rewarded You are rewarded He is rewarded

And by using the *present* participle of the active verb after the forms of the neuter verb we make the Progressive Form; as,

I am rewarding You are rewarding He is rewarding

SUBJUNCTIVE MOOD

Present Tense

<i>Singular</i>	<i>Plural</i>
If I be	If we be
If you be	If you be
If he be	If they be

Past Tense

If I were	If we were
If you were	If you were
If he were	If they were

Present Perfect

If I have been	If we have been
If you have been	If you have been
If he have been	If they have been

Past Perfect

If I had been	If we had been
If you had been	If you had been
If he had been	If they had been

Remark:

The subjunctive mood is chiefly employed to represent conditions or suppositions that are contrary to fact.

If you be sick (but you are not) I shall have the doctor.
If it were possible to visit the moon (but it is not) then we could determine whether it is inhabited or not.

If he had been to blame (but he was not) the punishment would have been light.

If the speaker thinks of the condition or the supposition as an admitted fact, he uses the indicative mood.

If you are sick (and you are) I shall have a doctor call.

If it is possible to visit Paris (and it is) I shall do so. Even if he was to blame (and he was) he took his punishment cheerfully.

Potential Forms of Indicative Mood

Present Tense

<i>Singular</i>	<i>Plural</i>
I may be	We may be
You may be	You may be
He may be	They may be

Past Tense

I might be	We might be
You might be	You might be
He might be	They might be

Present Perfect

I may have been	We may have been
You may have been	You may have been
He may have been	They may have been

Past Perfect

I might have been	We might have been
You might have been	You might have been
He might have been	They might have been

Remarks:

The auxiliaries for the present tense Potential are, *may*, *can*, *must*.

Those in the past tense are, *might*, *could*, *would* and *should*.

The present perfect and the past perfect of the Potential are made by adding the word, *have* to the auxiliary of the present and the past, respectively:

Present—I may	Past—I might
Present Perfect—I may have	Past Perfect—I might have

You may add a noun or pronoun or an adjective to the forms in the conjugation of the foregoing tenses, and thus form sentences; as,

I may be tired. You may be a good scholar.
They might have been buccaneers.
He might be a saint.

When the subject is placed *before* the verb we have the positive or affirmative form of conjugation; as, in all the foregoing.

When the subject is placed *after* the first auxiliary we have the interrogative form of conjugation; as,

May I be a saint?
Might they have been pirates?

By placing the negative adverb *Not* after the first auxiliary we have the negative form of conjugation; as,

I may not be wrong.
They might not have been there.

Give the verb *To be* in the interrogative form in all the tenses of the indicative mood.

Give the verb *To be* in the negative form in all the tenses of the Potential forms of the indicative mood.

If you commit to memory the auxiliaries for each of the tenses you will have no trouble with conjugation. Memorize the following auxiliaries or "signs" for each of the tenses in the Indicative Mood of the active voice:

Present Tense—do
Past Tense—did
Future Tense—
 shall (will)

Present Perfect—have
Past Perfect—had
Future Perfect—
 shall (will) have

INDICATIVE MOOD**Present Tense**

<i>Singular</i>	<i>Plural</i>
I do pray	We do pray
You do pray	You do pray
He does pray	They do pray

Past Tense

I did pray	We did pray
You did pray	You did pray
He did pray	They did pray

Future Tense

I shall pray	We shall pray
You will pray	You will pray
He will pray	They will pray

Present Perfect

I have prayed	We have prayed
You have prayed	You have prayed
He has prayed	They have prayed

Past Perfect

I had prayed	We had prayed
You had prayed	You had prayed
He had prayed	They had prayed

Future Perfect

I shall have prayed	We shall have prayed
You will have prayed	You will have prayed
He will have prayed	They will have prayed

Notes:

The present and the past tenses of the indicative are formed without any auxiliaries; as,

I pray	I prayed
You pray	You prayed
He prays	They prayed

You have learned the distinction between *shall* and *will* in the first and the other two persons. The same distinction holds true for *shall have*, and *will have*. What is that distinction? If you are not sure of this, study it.

Memorize the auxiliaries (signs) of the tenses of the Potential Forms of the Indicative Mood.

PRESENT—may, can, must

PRESENT PERFECT—may have, can have,
must have

PAST—might, could, would, should

PAST PERFECT—might have, could have, would
have, should have

POTENTIAL FORMS OF INDICATIVE MOOD**Active Voice****Present Tense**

<i>Singular</i>	<i>Plural</i>
I may pray	We may pray
You may pray	You may pray
He may pray	They may pray

Past Tense

I might pray	We might pray
You might pray	You might pray
He might pray	They might pray

Present Perfect

<i>Singular</i>	<i>Plural</i>
I may have prayed	We may have prayed
You may have prayed	You may have prayed
He may have prayed	They may have prayed

Past Perfect

I might have prayed	We might have prayed
You might have prayed	You might have prayed
He might have prayed	They might have prayed

Exercise:

Using each of the other auxiliaries (signs) for the various tenses in the Potential, conjugate the verbs following in the active voice:

study, work, obey, live, sing, set, lay

Notes:

There is but one tense and one person in the imperative mood, the present, and the second person (singular or plural); as,

Work while there is time. *Study* with a good will.

Pray with all your heart. Love our Blessed Mother, Mary.

There are two tenses in the infinitive form of the verb, the present and the perfect; as,

Present—To serve God is to reign.

Perfect—To have served God is to be sure of Heaven.

Notes on Conjugation:

There are six tenses in the indicative mood. Name them.

A verb may be conjugated in all the tenses of the indicative mood in active form, the passive form, the progressive form.

Conjugate the verb *reward* in all the tenses of the indicative mood in all the three forms.

There are four tenses in the Potential Form of the Indicative mood. Name them.

Name the auxiliaries (signs) for each tense of the Potential.

A verb may be conjugated in all three forms (name them) in the four tenses of the Potential.

Conjugate the verb *punish* in each of the three forms in the Potential.

There are four tenses in the Subjunctive Mood. Name them.

The signs of the subjunctive are the words, *if, though, unless, although, etc.*

Conjugate the verb *study* in three forms in each of the tenses of the subjunctive mood.

There are two tenses in the Infinitive Form of the verb.

Give the verb *pray* in each of these two tenses. What do you know of the subject of an infinitive verb?

The infinitive verb may be used in each of the three forms of conjugation.

Give the infinitive verb *to obey* in each of the two tenses and in each of the three forms.

There is but one tense in the Imperative Mood. Name it.

There is but one person for the verb in the Imperative Mood. Name that person. May that person be either singular or plural?

Give five oral sentences using a verb in the imperative mood.

Exercise

1. Conjugate the *active* verb *finish* in each of the simple tenses of the indicative mood. (Name the complete tenses of the indicative.)

2. Conjugate the verb *reflect* in the progressive form in the three complete tenses of the indicative mood. (Name the simple tenses of the Potential Forms of the indicative mood.)

3. Conjugate the verb *study* in the complete tenses of the Potential.

4. Change the verbs in the following sentences to the future tense, making all other changes necessary for good diction or proper use:

- (a) You must love your neighbor as yourself.
- (b) A sensible child always employs his time well.
- (c) God blesses the obedient and dutiful child.

5. Change the verbs in the following sentences to the passive voice in the indicative mood:

- (a) The tailor will make my father's suit.
- (b) We know very well that our Blessed Lady loves us.
- (c) Our Divine Lord redeemed us by His sufferings and death.

6. Give oral sentences in which you distinguish between the auxiliaries, *may*, *can*, *must*. How do you form the present perfect tense of the Potential? The past perfect tense, Potential?

7. Give your definition of Conjugation. (You must have noticed in Conjugation that there is a regular form: the persons, numbers and tenses following each other).

PUNCTUATION

1. *Punctuation* is the art of dividing written discourse into its component parts by certain marks.

The principal marks of punctuation are:

The period (.)	The exclamation (!)
The colon (:)	The dash (—)
The semicolon (;)	The hyphen (-)
The comma (,)	The parenthesis ()
The interrogation (?)	The brackets []
The quotation points (“ ”)	

The Period

2. The *period* is placed at the end of declarative and imperative sentences; as, *A continual dropping wears the stone. Never lose a moment of time.*

3. The *period* is employed to mark abbreviations; as, A. D. for Anno Domini; M. D. for Doctor of Medicine.

The Colon

4. We place the *Colon* (:) after the *salutation* in a business letter; as, Dear Sir: Gentlemen:

The Comma

5. The *Comma* is used to separate words, phrases, or clauses in a series; as,

Learn patience, calmness, self-command, and disinterestedness.

6. Words joined *in pairs* should be separated by the *comma*; as,

Old and young, rich and poor, wise and foolish, were involved.

7. The name of a person or thing addressed, or the part of a sentence transposed, is separated from the rest of the sentence by the *comma*; as,

John, respect the aged. *Of all our senses*, sight is the most important.

8. A *short quotation*, or one introduced by the verbs *say*, *reply*, *cry*, is generally separated from the rest of the sentence by the *comma*; as,

Captain Lawrence cried out, "Don't give up the ship!" There is much in the proverb, *No pains, no gains*.

The Interrogation

9. The *point of interrogation* is used after every interrogative sentence, clause, or word; as,

Do not the heavens proclaim the glory of God?

The Exclamation

10. The *exclamation* is placed after every exclamatory sentence, clause, or word; as,

How it snows! The clock is striking midnight; how solemn the sound! Unfortunate man that he is, what has he done!

The Hyphen

11. The *hyphen* is used (1) at the end of a line when part of a word is transferred to the next line, (2) to connect compound words; as,

Then must the *pennant-bearer* slacken sail.—BYRON.

The Quotation Points

12. The *quotation points* are used to distinguish words that are repeated *literally* from their author; as,

He tells us, "Do not attempt to read all magazine articles."

13. A quotation within a quotation is usually marked with *single points* (' '); as,

It has been well said, "The command, 'Thou shalt not kill,' forbids many crimes besides murder."

CAPITALS

Letters are either *small* or *capital*. The body of a printed page is generally composed of small letters. To emphasize and distinguish certain words capital letters are used.

RULES FOR THE USE OF CAPITALS

Rule I

The first word of every *sentence* should begin with a capital; as, *We* will go to town today.

Rule II

Proper names and words derived from them should always begin with capitals; as, *George Washington, American, Alice, James.*

Rule III

The first word of every *line of poetry* should begin with a capital; as,

What's in a name? That which we call a rose,
By any other name would smell as sweet.

—SHAKESPEARE.

Rule IV

Titles of *honor* or *office*, when used as such, should begin with capitals; as, *Dr. Johnson, His Eminence Cardinal Hayes.*

Rule V

All names of the *Deity* should begin with capitals; as, *God, Providence, Father, Son, Holy Ghost.* The same rule holds for personal pronouns referring to the Deity; as, *God, the Jehovah of the Jews and the Emmanuel of the Christians, will bestow His graces upon us through the merits of Christ, His Son.*

Rule VI

In the titles of *books, essays, etc.*, the chief words should begin with capitals; as, *Pope's Essay on Man.*

Rule VII

The words *I* and *O* should always be capitals; as, *Grant, O Lord, that I may enjoy Thee forever!*

Rule VIII

Names of *objects personified* should begin with capitals when the idea conveyed is strictly individual; as, *Come, gentle Spring, ethereal mildness, come!*

Rule IX

The first word of every *direct quotation* should begin with a capital; as, *God said, "Let there be light."*

Rule X

The *days of the week* and the *months of the year*, but not the *seasons*, should begin with capitals; as, *September, Monday, autumn.*

ABBREVIATIONS



MONTHS OF THE YEAR

Jan., January.

Feb., February.

Mar., March.

Apr., April.

Aug., August.

Sept., September.

Oct., October.

Nov., November.

Dec., December.

May, *June*, and *July* should not be abbreviated.

DAYS OF THE WEEK

Sun., Sunday.

Mon., Monday.

Tues., Tuesday.

Wed., Wednesday.

Thurs., Thursday.

Fri., Friday.

Sat., Saturday.

COMMON ABBREVIATIONS

A. D. (*Anno Domini*), in the year of Our Lord.

A. M. (*ante meridiem*), before noon.

ans., answer.

Ave., Avenue.

bb., barrel.

B. C., before Christ.

bu., bushel.

Capt., Captain.

ch., chapter.

Co., Company, County.

c/o, in care of.

C. O. D., cash on delivery.

Cr., Credit, Creditor.

cu., cubic.

cwt., hundredweight.

D. D., Doctor Divinity.

do., ditto.

doz., dozen.

Dr., Doctor, Debit, Debtor.

e. g. (*exempli gratia*), for example.

etc. (*et cetera*), and so forth.

- f. o. b.*, free on board.
ft., foot.
Gen., General.
gal., gallon.
Gov., Governor.
Hon., Honorable.
hr., hour.
in., inch.
inst., instant, present month.
Jr., Junior.
lb., pound.
Lieut., Lieutenant.
mdse., merchandise.
mi., mile.
min., minute.
mo., month.
Mr., Mister.
Mrs., Mistress (pronounced *Mis'-is* or *Mis'-iz*).
O. K., all right.
oz., ounce.
p., page; *pp.*, pages.
per cent or $\%$, by the hundred.
pk., peck.
- P. M.* (*post meridiem*), afternoon.
P. O., Post office.
Prof., Professor.
P. S., Postscript.
pt., pint.
qt., quart.
Rev., Reverend.
R. F. D., Rural Free Delivery.
R. R., Railroad.
sec., second, secretary.
Sen., Senator.
sq., square.
Sr., Senior.
St., Street, Saint.
T., ton.
Treas., Treasurer.
ult. (*ultimo*), last month.
U. S. A., United States of America; United States Army.
U. S. N., United States Navy.
vol., volume.
yd., yard.
yr., year.

SUGGESTIVE LIST OF READINGS

1. Marjorie Daw T. B. Aldrich
2. The Perfect Tribute M. R. S. Andrews
3. Soldier Robert Brooke
4. Incident of the French Camp . . . Robert Browning
5. To a Water Fowl W. C. Bryant
6. Waiting John Burroughs
7. Eve of Waterloo Lord Byron
8. Vagabond Song Bliss Carman
9. Two Years Before the Mast . . . R. H. Dana
10. Gallagher R. H. Davis
11. Vindication Robert Emmett
12. King Philip to the White Settlers. Edward Everett
13. Souls Fannie Gillford
14. The Man Without a Country . . Edward E. Hale
15. My Double and How He Undid Me. Edward E. Hale
16. Legend of Sleepy Hollow Washington Irving
17. Sweet Peas John Keats
18. Trees Joyce Kilmer
19. Toomai of the Elephants Rudyard Kipling
20. Ballad of East and West Rudyard Kipling
21. The Ship That Found Herself . . Rudyard Kipling
22. .007 Rudyard Kipling
23. Recessional Rudyard Kipling
24. Song of the Chattahoochee . . . Sydney Lanier
25. Gettysburg Address Abraham Lincoln
26. Aladdin James Russell Lowell

27. Dandelion (The).....James Russell Lowell
28. First Snowfall.....James Russell Lowell
29. Concord Bridge.....James Russell Lowell
30. Fountain (The).....James Russell Lowell
31. The Singing Leaves.....James Russell Lowell
32. Shepherd of King Admetus.....James Russell Lowell
33. Vision of Sir Launfal.....James Russell Lowell
34. Courtship of Miles Standish....Henry W. Longfellow
35. Hiawatha.....Henry W. Longfellow
36. My Lost Youth.....Henry W. Longfellow
37. Birds of Killingworth.....Henry W. Longfellow
38. Evangeline.....Henry W. Longfellow
39. Horatius at the Bridge.....T. B. Macaulay
40. In Flanders Fields.....John McRae
41. What England Has Done.....V. S. Owens
42. Goethals the Prophet-Engineer..Percy Mackaye
43. The Gold Bug.....Edgar A. Poe
44. To Helen.....Edgar A. Poe
45. Uprising in the North.....T. B. Read
46. My Native Land.....Walter Scott
47. The Lay of the Last Minstrel...Walter Scott
48. The Ways of the Woods.....D. L. Sharp
49. A Watcher in the Woods.....D. L. Sharp
50. Fool's Prayer.....E. R. Sill
51. Opportunity.....E. R. Sill
52. The Cloud.....P. B. Shelley
53. Requiem.....R. L. Stevenson

54. The Bugle Song.....Alfred Tennyson
55. The Lady or the Tiger.....F. R. Stockton
56. Flowers in the Crannied Wall...Alfred Tennyson
57. The Other Wise Man.....Henry Van Dyke
58. Mansion.....Henry Van Dyke
59. My Creed.....H. A. Walter
60. My Captain.....Walt Whitman
61. Supposed Speech of John Adams.Daniel Webster
62. Snowbound.....J. G. Whittier
63. The Quest.....J. G. Whittier
64. Revolt of Mother.....M. E. F. Wilkins
65. Memorial Day Address.....Woodrow Wilson

Nearly all the foregoing will be found in one book entitled "Prose and Poetry," by Avery-Van Arsdale-Wilber. Published by The L. W. Singer Company, Syracuse, N.Y.

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